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ABSTRACT

This handbook is a collection of lesson plans for teachers of adults studying English as a Second Language, designed to complement and supplement the instructors' own teaching strategies. The handbook covers all skill areas as well as a wide range of topics for experienced and inexperienced teachers. Each lesson plan follows a specific format, including the topic, contributor's name and institution, level, time required, purpose, materials, procedure, and any additional notes. Each lesson plan is self-explanatory, and can be used without additional in-service training. The lessons are organized in seven categories: English grammatical structures; reading/writing; conversation/oral communication; vocabulary/idioms; coping/survival skills; games; and customs/cultural awareness. Since many lessons address more than one subject-area, lesson plans are cross-indexed. (MSE)

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HELP (HANDBOOK OF EFFECTIVE LESSON PLANS)

Linda Hellman

Joyce Winchel Namde

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Greg Hart, Director, PCAE
Joyce Winchel Namde and Linda Hellman,
Project Coordinators

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PREFACE

The Handbook of Effective Lesson Plans is a collection of lesson plans for instructors of adults in English as a Second Language. Our purpose in preparing this manual is to provide teachers with a readily accessible source of practical lesson plans that will complement and supplement their own diverse teaching strategies. Its scope covers all skill areas and a wide range of topics that can be used by both experienced and inexperienced teachers. Each lesson plan follows a specific format, is self-explanatory and can be used without any additional in-service training.

The lessons are organized in seven subject areas:

1. English Grammatical Structures
2. Reading/Writing
3. Conversation/Oral Communication
4. Vocabulary/Idioms
5. Coping/Survival Skills
6. Games
7. Customs/Cultural Awareness

Each lesson is listed in the book under the primary subject area it addresses. However, many of the plans also fall into other subject areas. Therefore, we have cross-referenced the lessons accordingly in an index at the end of this manual.

We would like to thank all the teachers who submitted their lesson plans for inclusion in HELP. We also wish to acknowledge and extend our appreciation to Valerie Machado and Josie Chavarria for their invaluable clerical assistance and patience in preparing this text.

Linda Hellman
Joyce Winchel Namde
Project Coordinators
130 West Congress, Room 540
Tucson, AZ 85701
Phone: (602)792-8695

HELP

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SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Irregular Past Tense Verbs that change to "-aught" or "-ought" (fight, teach, buy, bring, catch, think). CODE: Lis/Sp/Wr

CONTRIBUTOR: Karen Smith, Lead Instructor, Refugee Education Project, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning APPROX. TIME REQ.: 90 min

PURPOSE: To incorporate these past tense verbs into the students' active vocabulary.

MATERIALS: Pictures that represent the previously mentioned verbs. Blackboard and chalk.

PROCEDURE:

1. Present pictures of these six verbs. The students should generate the present tense verb form from the picture.

2. One by one, tell them (or elicit) the past tense form and practice it in a short dialog:
   A: Did he fight?
   B: Yes, he did.
   A: Where did he fight?
   B: He fought in the gym.

   By the third verb, the students should be able to generate the past tense forms themselves.

3. Point to the picture of "teach" and ask "Did he fight?", eliciting "No, he taught." Continue with all the pictures.

4. Ask the following questions:
   This morning we studied past tense. What did I teach?
   Today there is a _____ on the table. What did I bring to class?
   I threw my pen to _____. What did he catch?
   On Saturday morning, Muoi buys groceries. What did she buy last Saturday?
   Mr. and Mrs. Jones fight every _____ night about which T.V. show to watch. What did Mr. and Mrs. Jones do last night?
   Hoang thinks about his family every night. Who did he think about last night?

5. Present the words in a "board story" in the present tense. Provide visual cues and pictures on the board to help the students follow along with the story you tell. Point to the picture that corresponds to the sentence you are saying. See example.

6. When you're sure that students understand the story, have them say it back to you verbatim. Have them say it again, this time in the past tense.

7. The students write the story in the past tense.

Jerry and Sam are brothers. They fight all the time. They fight about who buys the candy. They fight about who brings coffee to their mother. They fight about who catches the newspaper in the morning. They also fight about who teaches the dog tricks. Their mother thinks, "They never stop fighting".

(Teacher draws pictures on board to illustrate story. Stick fingers are fine.)

Cues:
about
candy
tricks
who
-s
-es

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Use of Some and Any **CODE:** Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

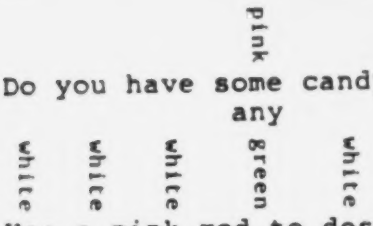
LEVEL: Beginning **APPROX. TIME REQ.:** 60 min.

PURPOSE: To practice the use of some and any.

MATERIALS: Rods, paper, pencils, blackboard and chalk.

PROCEDURE:

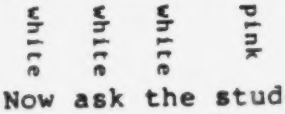
1. On a table in front of the class, use white rods to represent each word except some and any in this pattern:



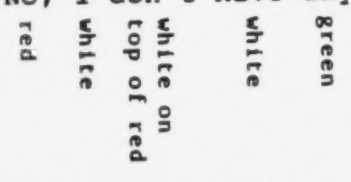
Use a pink rod to designate the word some and a green one to designate the word any.

2. Have the student practice asking this question with either some or any.

3. Then, try to elicit from the students what the yes answer is. If they can't answer, the teacher provides it. Again, use white rods for all the words except some, which is pink.



4. Now ask the students if they know what the negative answer is. I use the red rods for negatives so the statement should look like this:



For contractions, I put one rod on top of another.

5. This graphic example of the use of some and any should enable the students to deduce that some or any may be used in the question, but only some can be used in affirmative statements and only any can be used in negative statements. Students should practice this pattern.

6. At this point, I put a list of words on the board with the help of my students, that would fit into this pattern:

children	cigarettes	brothers and sisters
apples	money	pets
gas	gum	family in the U.S. etc.

7. The students can work in pairs practicing this pattern with different vocabulary items.

8. I like to have the students first write at their desks some examples using both negative and affirmative statements.

9. Then we put some examples on the board.

10. This lesson can be adapted for use in the intermediate level as the words something, anything, someplace, anyplace, someone, and anyone all follow this pattern.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: The Future **CODE:** Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning **APPROX. TIME REQ.:** 30-60 min.

PURPOSE: To have the students learn and practice the future tense.

MATERIALS: Rods, paper, pencils, blackboard, chalk, pictures (optional).

PROCEDURE:

1. On a table in front of the class, use white rods to represent each word in this pattern:

   I am going to go to the store.

2. Have the students practice this sentence making sure they understand that this is the future by using words like later, this afternoon, tomorrow, etc. Then change I am to you are, he is, she is, we are, and they are. I put the rods together in groups according to the way we speak so a model sentence in this case could look like:

   \- - - - - - - - - - .

   Then put a vocabulary list of words on the board and go over it or use pictures and have the students replace the word store with library, post office, supermarket, etc.

3. When the students have this pattern pretty well learned, I replace the words am going to, is going to, are going to with will by putting a green rod on top of the three white ones. This visual example makes for an easy transition to will and also shows the students that will is never followed by to, as some of them would like to believe since they translate from their native languages.

4. At this point, I have them write a few sentences using both be+verb+ing and will. I also like them to substitute another from the vocabulary given or any other vocabulary words that would fit for the word store.

5. They put a few examples on the blackboard and the class corrects them as a group.

6. The next day, I like to do a follow-up lesson using a rod story (see Doing a Rod Story) that uses both forms and that they can practice changing the sentences from going to to will.

* When working on contractions, put one rod on top of another to represent I'm, you're, he's, she's, we're, they're. This also works for I'll, you'll, etc.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Invitations Using Would you Like to Go + Prep. Phrase + Noun Phrase CODE: Sp/Lis

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Beginning APPROX. TIME REQ.: 30 min.

PURPOSE: Students will practice and learn variations of one basic grammatical structure with the function of inviting.

MATERIALS: Pictures in five categories:

I. to church
to work
to school/class
to California
to court

II. to the store
to the beach
to the lake
to the bar
to the office

III. shopping
swimming
fishing
dancing
hiking
jogging

IV. for a hike
for a drink
for a bite to eat
for a walk
for a drive

V. home
downtown
out
there etc.

PROCEDURE:

1. Present "Would you like to go..." and instruct students in pronunciation and intonation.

2. Show students the first picture in category one. Elicit the word church. Instruct students to form the question "Would you like to go to church?" Be sure students concentrate on "to". (You may want to add "with me" at the end of the invitation.)

3. Have several students practice these questions, then move on to the next picture in category I. Continue through all the pictures in category I before going to category II.

4. With each category, concentrate on the differences in the sentence construction. Use the same picture in several categories where possible, for example "to the beach, swimming and for a swim."

5. You may combine several phrases to make longer questions, such as "Would you like to go to the mountains for a hike with me?" or "Would you like to go out to a restaurant for a bite to eat with me?"

6. After students have learned the five categories, mix the pictures up and have them practice.

7. If you have extra time, or as a follow-up lesson, have students ask each other and respond, "Yes, I'd love to go." or "No, I can't. I'm busy." You may want students to role play making a date.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Prepositions CODE: Lis/Sp

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 45 min.

PURPOSE: To practice prepositions and vocabulary in a T.P.R. (Total Physical Response) context

MATERIALS: For each student and the teacher, a copy of twenty pictures of objects or people that are included in current vocabulary practice. The pictures should be numbered from 1-20, the size of the page should not exceed 8 1/2 by 11 inches, and it should be possible to easily cut the pictures apart in a minimum of time.

A pair of scissors for each student if possible. If not, just collect as many as you can and share.

One blank sheet of 8 1/2 x 11 inch paper for each person.

PROCEDURE:

1. Review each of the twenty vocabulary items briefly. It is good to have a mix of very familiar pictures as well as recently acquired vocabulary.

2. Ask the students to cut apart the pictures, making sure that the numbers remain with their respective pictures. Give all directions in the imperative form, so that the rhythm and structure of your sentences remain consistent.

3. Diagram a blank sheet of paper on the board. Introduce and label your diagram with the following words: top, bottom, middle, right, and left. Practice these words.

4. Give directions and illustrate as follows:

   Draw three straight lines going down the paper.
   Draw four straight lines going across the paper.

5. The student should now have a grid of 20 squares. Introduce the terms square, row, above, below and beside, using your diagram. Practice these words.

6. Leave your diagram on the board. Begin giving directions as to where to place the various cut-out pictures on each student's grid with this format:

   Find the picture of the _____.
   Put the picture of the _____ at the right end of the top row.

   Find picture number _____.
   Put the picture of the _____below (beside, above, 2 squares to the left of, etc.) the picture of the _____.

7. You may get as simple or complicated as your class can handle. Just make sure only one picture goes on each square.

8. After giving directions for the placement of several squares yourself, ask for volunteers to give directions for the disposition of the remaining squares (if this is appropriate for the level of your class).

9. When all pictures are in place on the grids, return to your diagram on the board. Put the numbers of the pictures in the correct squares of the board diagram. The students can compare these with the numbers on the pictures on their own grids and immediately tell if they followed directions perfectly.

10. Give one final direction as to what to do with all these little pieces of paper at this point -- a good system is to have envelopes available to put the pictures in so the students can take them home for further use.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Correct word order in sentences CODE: Sp/Re

CONTRIBUTOR: Mary Peterson, Glendale Adult Education Center, Sunnyslope Elementary, Phoenix, AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: To practice correct word order of English sentences.

MATERIALS: Sentence words written on index cards. (Several sets required for game variation.)

PROCEDURE:

1. Make a list of several sentences. The sentences should be familiar to the students and not too long. Number each sentence and use as a reference guide.

2. Place each word and punctuation mark of a sentence on a individual index card. Write the number of the sentence on the back of each of the cards for that sentence.

3. Shuffle the cards for each sentence and put a rubber band around each set of sentence cards.

4. If the class is small, give each student 3-4 sets of cards. If the class is large enough,you can divide into teams.

5. The student opens one set of cards at a time. He/She spreads out the cards and puts them in the correct order. He/She writes down the sentence, gathers up the cards and puts the rubber band back on the cards. If students are divided into teams, everyone must agree on the order of the sentence. One person in each team is named as secretary.

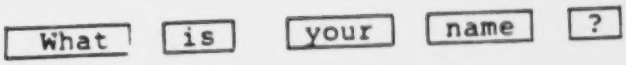
6. Follow procedure 5 until all sets of sentence cards are completed.

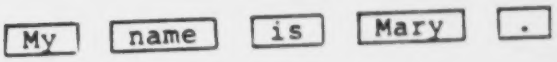
7. When students are finished, have them write their sentences on the board. The sentences are corrected by the entire class. Reasons or explanations of incorrect sentences should be given by teacher or by the class.

8. VARIATION: Students are given a choice of certain key words in the sentence. The card has two words on it and the student must choose the correct word to agree with the rest of the sentence. These key words could be singular or plural, pronoun agreement, verb agreement, tenses,or other grammar points. (see following page)

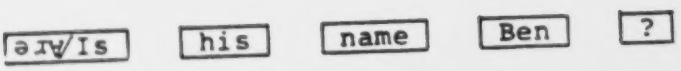
9. GAME VARIATION: Follow procedures to number 6. Divide class into teams of equal numbers (3-5 is good). The sentences are written on the board by the team secretaries. Each team's work is corrected by the other students. For each correct sentence,the team receives one point. If a tie occurs, a new set of sentences is given to the tied teams. Follow the procedure again until there is only one winning team. Prizes can be pens, pencils, erasers or other small items.

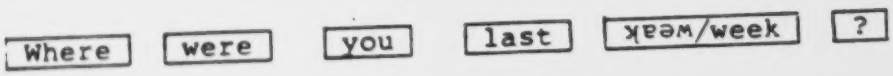
Procedure 2

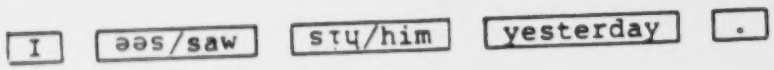




Variation:







SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Past Tense: What Did you Do Yesterday? CODE: Lis/Sp/Wr/Re

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: All Levels APPROX. TIME REQ.: 1 hour

PURPOSE: To practice speaking in the past tense about a common conversational topic, using verbs elicited from the students' daily lives

MATERIALS: Blackboard and chalk, paper, pencils and scissors.

PROCEDURE:

1. Briefly review the grammatical structure of the past tense in English.

2. Ask each student in the class to tell you one thing he or she did yesterday. If the student doesn't know how to say what he did, pantomime is fine. You might perform several pantomimes to help him/her out--drove a car, took a shower, took a walk, etc. Write the activity in the correct past tense on the board.

3. Continue until every student has contributed a sentence.

4. Put all these activities into the order they might be done in one day. Ask the class to rank them for you. Example: "Raoul did all these things in one day. What did he do first?" If students need practice on the words for 1st, 2nd, 3rd, etc., this is a good time to review those terms.

5. Read in order with the class from the board.

6. Erase the board and have the class try to remember the activities in their new order. Write on the board in the revised order and have students write these as well.

7. This activity lends itself to many variations. Some ideas:

   A student may pantomime the activities written for the rest of the class to guess.

   You may practice pronoun substitution -- one of the easiest drills to isolate pronouns as the verb doesn't change.

   If all students can write without too much difficulty, you may want to have the students write the items from the board BEFORE they are rearranged into a sequence. Then have them cut their papers apart into separate sentences and rearrange them into a logical order.

Find the most popular activity by asking, "How many of you drove a car yesterday?", etc. Sometimes the winning activity is a surprise! Often this can help students find common interests and give them conversation starters with each other.

You can vary this by asking students for three or four activities, for things they did at other times in the past (last weekend, last summer, etc.), or for activities that other members of their families engaged in.

It's always fun to begin the next class by asking people "What did you do yesterday?" in conversational tones as they arrive.

See if the students can spot the regular verbs among those on the board by looking for the -ed ending.

Add some verbs that rhyme with some of those elicited, pep it up a little with some rhythm, and construct your own poem for the class to repeat together. This works wonders for stress and pronunciation. Example:

He fed the cat
And then he sat
He ate too much and
He got fat.

(Just to illustrate that simple and silly is fine.)

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Comparatives CODE: Lis/Sp/Wr

CONTRIBUTOR: Libby Poe, Teacher, Liberty Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: To learn the comparative rules through question and answer practice.

MATERIALS: Blackboard and chalk

PROCEDURE:

1. Teacher writes on board:

1. -er	2. y→ier	3. more	4. irregular
nice nicer	pretty prettier	polite more polite	good better

2. Use adjectives on board in oral questions:

   1. Are men nice? Are women nice? Who do you think are nicer - men or women?
   2. Is Mt. Lemmon pretty? Is Sabino Canyon pretty? Which do you think is prettier - Mt. Lemmon or Sabino Canyon?
   3. Are Americans polite? Are Japanese polite? Who do you think are more polite - Americans or Japanese?
   4. Is American food good? Is Mexican food good? Which do you think is better - American food or Mexican food?

3. Teacher asks students if they can give reasons for the 4 types of comparisons. If no one can, the teacher provides or asks questions to elicit the following rules: 1. Small (one syllable) adjectives add -er. 2. Adjectives that end in y change y to i and add er. 3. Big (two or more syllables) adjectives use more 4. Irregular, no rule.

4. Teacher and/or students say adjectives, students tell which type they are (1,2,3,4), teacher or student writes them on board. Suggested adjectives: strong, weak, interesting, boring, ugly, fast, slow, expensive, cheap, bad, talkative, easy, hard, hot, cold, popular, and heavy.

5. Teacher puts on board examples of questions he is going to ask: Who do you think are nicer - men or women? Which do you think is better - American or Mexican food? Teacher asks a few questions; students respond. Teacher provides cues for a student to form question to ask another student. Suggested questions and cues:

strong - Superman/The Hulk; weak - wood/metal; interesting - football/baseball; boring - cleaning/cooking; ugly - Frankenstein/Dracula; fast - XKE/Corvette; slow - train/bus; expensive - Rolls Royce/Mercedes Benz; cheap - Chevrolet/Ford; bad - being cold/being hot; talkative - men or/women; easy - speaking English/writing English; hard - reading English/listening to English; hot - Florida/Arizona; cold - Alaska/Siberia; popular - wearing pants/wearing dresses; heavy - elephant/rhino; strong - elephant/rhino; big - Atlantic/Pacific; old - Tokyo/Paris; famous - Lionel Richey/Michael Jackson; good - Pepsi/Coke; bad - going to the doctor/going to the dentist; interesting - watching TV/going to the movies; tall - Empire State Building/Eiffel Tower.

6. Students write who and which questions of their own to ask each other.

For intermediate level or review for beginning, <u>less</u> could be added to prodedure
1. Example: 1. <u>Less/-er</u>
less nice nice nicer

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Use of Already and Yet **CODE:** Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

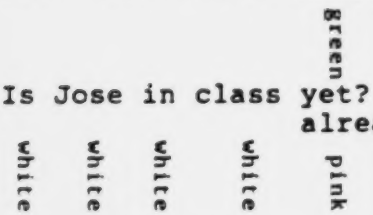
LEVEL: Intermediate **APPROX. TIME REQ.:** 30-60 min.

PURPOSE: To practice the use of already and yet in different contexts.

MATERIALS: Rods, paper, pencils, blackboard and chalk.

PROCEDURE:

1. On a table in front of the class, use white rods to represent each word except already and yet in this pattern:



Use a pink rod to designate the word already and a green one to designate the word yet.

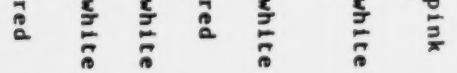
2. Have the student practice asking this question with either already or yet.

3. Try to elicit from them the correct response. If Jose is in class, the response is:

Yes, he is in class already.

If Jose is not in class, the response is:

No, he is not in class yet.



4. This graphic representation of the words should enable the student to deduce that already and yet can both be used in the question, but only already can be used in affirmative statements and yet in negative ones.

5. After the students have an understanding of this and have practiced this pattern, the teacher can use these words in a more difficult tense. For example:

Have you been to the Grand Canyon yet?
already?

Yes, I have been there already. No, I haven't been there yet.

6. If the lesson is in the present perfect, you might put a list of past participles on the board, with the help of the students, and have them ask each other questions using this pattern.

7. I like to have the students first write at their desks and then put some examples on the board.

8. I usually follow this lesson up with a rod story (see Doing A Rod Story). In this case, it happens to be a conversation between a mother and daughter.

   A mother has just come home from work and asks her daughter:

   "Have you washed the dishes already?
   "No, I haven't."
   "Have you cleaned your room yet?
   "No, not yet."
   "Have you done your homework already?"
   "No, I haven't done that yet."
   "What have you been doing all day?"
   "I've been talking on the phone with my boyfriend Joey."

* I use red rods for negatives and put one rod on top of another for contractions.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Using Would in Polite Questions CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate APPROX. TIME REQ.: 30 min.

PURPOSE: To practice asking polite questions in the form of "Would you mind..."

MATERIALS: Rods, paper, pencils, blackboard and chalk.

PROCEDURE:

1. Ask students to make a question using "Would you mind" for asking permission. If no student in the class can, the teacher then gives an example.

2. After the first response is given, use white rods on a table in front of the class, to signify each individual word in the question. For example: Would you mind if I closed the window? Use a different colored rod for the word closed so the students can see that "Would you mind if..." is followed by the simple past.

3. Students practice making several questions in this form for asking permission. The teacher must make sure that the past tense word is clearly designated as this is the cue for the students.

4. An interesting element to this lesson is the fact that in the answer "No, I wouldn't mind," no really means yes. I like to use red rods for negative words and put one rod on top of another for contractions.

5. Ask students to make a question using "Would you mind..." for asking someone else to do something. Again, if no student can do this, the teacher provides the example.

6. After the first response is given, the teacher puts white rods on a table in front of the class to signify each word in the question. For example: Would you mind closing the window? Use a different colored rod after "Would you mind..." to designate that it is followed by a gerund in the construction.

7. Students practice making several questions in this form asking someone else to do something with "Would you mind..."

8. Students can now practice both constructions together making sure they know the difference and also the correct response. One way to be sure that they understand is to have one student ask another to do something or ask permission to do something and then doing it if the response is "No, I wouldn't mind."

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Relative Pronouns (Who, Where, That, Which Whose) in Statements and Questions CODE: Lis/Sp

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: Students will create and practice sentences containing relative clauses based on pictures of famous people.

MATERIALS: Ten pictures of famous people who are of interest to students. Choose pictures which include some background details so that more sentences may be generated from each one. For example, a picture of Christa McAuliffe wearing a space suit and standing in front of the Challenger with the other six members of the space crew is much more effective than a portrait of her alone in civilian attire. Blackboard, chalk, and rods (optional).

PROCEDURE:

1. Show students the first picture. Point to the famous person and ask if anyone knows why she or he is famous.

2. Someone will say, "She died aboard the Challenger." Lay out five rods or put five blank lines on the board- one to represent each word in the sentence.

3. Put a question mark on the board and give the students the following phrase, "Isn't she the one who ..." Again, use five rods or five blank lines - one for each word. You may want to use a different colored rod or chalk for the relative pronoun.

4. Instruct the students to combine the two components into one sentence. Someone will say, "Isn't she the one who died aboard the Challenger?" If you also want to practice statements, cover up the question mark and someone will say, "She's the one who died aboard the Challenger."

5. Ask students what else they know about her. Someone will say, "She was a teacher." Point to four lines or rods as she/he says this. Someone will combine and say, "Isn't she the one who was a teacher?"

6. Next, try alternatives such as replacing <u>one</u> with <u>teacher</u> or <u>astronaut</u>. Students will make sentences such as: 1. She's the <u>teacher</u> who died aboard the Challenger. 2. She's the astronaut who was a teacher. etc.

7. Next, point to the other astronauts, the space shuttle, the launch pad and even her clothes. Using the same procedure as above, help students develop questions and sentences such as:

   1. Aren't they the astronauts who crashed in 1986?
   2. That's one of the rockets that has blown up this year.
   3. Isn't she one of the ones whose flight was postponed several times?
   4. That's the launch pad where the Challenger took off.
   5. That's the launch pad where the Challenger took off from. etc.

8. When the students have exhausted the picture, present the next famous person. If a student gives wrong information, allow him/her to finish the sentence before the other students object. Have someone make the negative sentence, "You're wrong. She's not the one who was born in New York, she's the astronaut who was born in New Hamsphire."

9. By the time you do the fourth or fifth picture with the students, they will be proficient enough to quickly produce sentences with relative clauses without going through the preliminary phrases first.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Short Yes/No Responses Using a Variety Of Tenses with Either, Neither, Too, So

CODE: Lis/Sp

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate

APPROX. TIME REQ.: 30-45 min.

PURPOSE: As a previous lesson students should have learned how to produce sentences such as:

Neither do I.
I don't either.
I do too.
So do I.

When several students are speaking sequentially in a group, they have the tendency to misuse the structures above. An incorrect sequence is:

Student A: I'm married.
Student B: I am too.
Student C: I'm not either.

This lesson is designed to correct this problem by giving students adequate practice using the above structures with a variety of verbs, auxiliaries and tenses, while speaking in sequential order.

MATERIALS: Ten questions relevant to students which require the use of a variety of verbs, auxiliaries and tenses in their responses.

SAMPLE LIST:

1. Are you married?
2. Did you graduate from a university?
3. Have you seen the movie _____?
4. Will you be here tomorrow?
5. Could you speak English when you were 15 years old?
6. Are your shoes brown?
7. Were you at the library yesterday?
8. You don't read the paper every day, do you?
9. Are the rods on your desk brown?
10. Would you consider acupuncture treatments for an illness?

Optional yes/no markers such as slips of paper or colored rods designated as yes or no.

Short Yes/No Responses
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PROCEDURE:

1. Each student decides whether his/her answer to the question given by the teacher is yes or no. The teacher may distribute yes/no markers to students either for the purpose of monitoring the answers (Is the student saying what she/he intends to say?) or for setting up a certain sequence of yes/no responses that students need to practice.

2. In succession, the students answer the question using correct grammar. Most responses have two possibilities. For example: I have too = So have I; Neither should I = I shouldn't either. Encourage the practice of both.

3. The teacher helps students discover that the correct structure of English yes/no responses many times depends on the answer of the previous speaker.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Present, Past and Future Perfect CODE: Re/Sp/Lis

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 45 min.

PURPOSE: Students will practice the three perfect tenses using an outline of someone's life. (You may want to use a timeline of a famous person of interest to students.)

MATERIALS: An outline of someone's life:

SAMPLE
Amy's Life
1950 Born in Ohio
1955 Started grammar school
1957 Got a dog named Star
1960 Moved to Arizona
1965 Got a part-time job in a restaurant
1966 Met Mark
1968 Graduated from high school
1969 Became manager of the restaurant
1970 Star died of old age
1971 Married Mark
1973 Became district manager of seven fast food restuarants in the city
1974 Got a dog named Missy

PROCEDURE:

1. Display outline. Go over vocabulary with students.

2. Instruct students to formulate a question which starts with "how long". You may have to point to one of the facts to stimulate the first sentence. Possible questions based on the outline above are:

   1. How long has Amy been living in Arizona?
   2. How long had she worked in the restaurant before she became manager?
   3. How long did she have Star?
   4. How long will she have had Missy by 1987?

3. Have students question one another and respond.

4. After several questions have been formulated, you may want to skip the questions and just have students construct sentences based on the material. Just point to two dates and instruct students to make a sentence using the facts. To elicit the future perfect, write a future date on the board and point to one of the facts on the outline. To elicit the conditional perfect write a date in the past and cover up a fact on the outline. For example: "Star would have been twenty-nine years old this year if he hadn't died in 1970."

5. As a follow-up lesson, you may have students make questions or sentences based on their own lives.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Past Progressive Through Acting CODE: Lis/Sp/Wr

CONTRIBUTOR: Libby Poe, Teacher, Liberty Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min

PURPOSE: To learn the concept of using the past progressive when one activity interrupts an on-going activity, especially when describing an accident

MATERIALS: Blackboard and chalk, paper and pencils

PROCEDURE:

1. Teacher explains he/she is going to act out a situation and students must produce sentences describing the acted-out situation.

2. Teacher gives an example: a) acts out situation b) writes sentence on board: You were washing dishes when you cut yourself.

3. Assign a student to write student-produced sentences on the board.

4. Teacher acts out situations; students produce sentences; secretary writes sentences on the board.

   Examples of possible sentences for acting out:
   You were climbing a mountain when you fell down.
   walking/fell down, walking around table/bumped into a chair, cooking/lost your ring, taking a shower/slipped and fell, singing opera/a cat scratched you, sleeping/telephone rang, crossing a street/a car hit you (have a student as motorist), playing volleyball/saw Paul Newman, teaching/someone knocked on the door (King Kong!), reading a newspaper/fell asleep, dancing/saw a handsome man, killing a fly/broke finger, working on car/hurt yourself

5. Students write several sentences using the structure: I was verb + ing when past. Point out how many of your sentences involved accidents and suggest that some of theirs involve accidents also. Sentences can be true or untrue (point out your true and untrue sentences.)

6. Students choose one to act out while other students produce sentences using "you were...."

7. Students choose one of their sentences and write a paragraph describing the situation. Teacher can choose one of his/hers and write a paragraph on the board as an example.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Adjective plus preposition combinations followed by gerunds or nouns: interested in, bored with, afraid of, etc. CODE: Lis/Sp/Wr

CONTRIBUTOR: Libby Poe, Teacher, Liberty Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced (Beginning in reduced form) APPROX. TIME REQ.: 60 min

PURPOSE: Learning adj./prep. combination through a pantomime game created by students.

MATERIALS: Blackboard and chalk, paper and pencils.

PROCEDURE:

1. a. Teacher writes on board:

	Nouns	or Verb + ing
I'm bored with		
afraid of		
terrified of		
tired of		
interested in		
worried about		
excited about		
crazy about		

(Note: see if students know correct prepositions before providing)

b. Have students brainstorm appropriate nouns and verb+ing to use. Write in list form under Nouns or Verb+ing, example:

Nouns	or	Verb+ing
sports		swimming
death		dying

c. Each student orally produces a sentence using lists on board

2. Students make pantomime game. First, each student takes one sheet of notebook paper and tears it into 8 strips. Students write one sentence on each strip of paper using a different adj. plus prep. plus noun or verb+ing combination on each. Students can use list on board of Nouns or Verb+ing or create new ones. Remind students that what they write must be acted out. Examples of sentences students might write: I'm afraid of storms/interested in singing/worried about going blind/bored with this movie/excited about getting married/worried about nuclear war/terrified of lightening/interested in finding a good job/tired of cleaning my house/crazy about men/interested in fashion shows/afraid of talking in class.

3. Students play game. First, teacher collects all sentences. Next teacher shows one student one strip of paper with sentence on it.He/she acts out sentence. Other students orally produce the acted-out sentence. Pantomime hint: have student act out first part of sentence (interested in, etc.); class produces first part "You are interested in"; next student acts out last part of sentence, i.e. singing; class produces "singing"; finally, class combines both parts and produces a complete sentence, "You are interested in singing." Note: If the students do not like acting, the teacher can act out all sentences.

4. Teacher tests students on prepositions. Students cover all materials. Students have paper and pen only. Teacher says adjectives; interested, excited, etc... Students write adjective plus preposition; interested in, excited about, etc.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Adjectives CODE: Re/Wr

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60-90 min.

PURPOSE: To practice the use of adjectives in the context of a coherent paragraph and to learn correct order of adjectives.

MATERIALS: Fill-in-the-blank adjective paragraphs, blackboard and chalk.

PROCEDURE:

1. Go over the correct order of adjectives:

articles demonstratives possessives indefinite adj.	numerals	quality or charac.	size or shape	color	nationality or origin	other nouns	nouns
the	third	difficult				algebra	problem
her	first two	tiring					jobs
John's	four		large	black	French		dogs
several		bright		yellow	Alpine	spring	flowers
		new	long	white		evening	gown

(There is some flexibility in the placement of the adjectives under the descriptive heading.)

2. Have students put words in order to form the following phrases, or similar ones, for practice.

   A small red Italian sports car
   those 2 beautiful old multicolored ceramic vases

3. Write the fill-in-the-blank paragraph on the board and have each student fill in his/her own choices of adjectives. (see attached) They should not repeat any adjectives in the same paragraph. Students may work in pairs or small groups as well.

4. Students read their paragraphs out loud. Be sure all the adjectives agree and form a cohesive mood in the paragraph. Go over meanings of any new adjectives.

5. To show the expressiveness of adjectives, have students as a class write a certain kind of paragraph: sad, happy, romantic, funny, mysterious, etc.

6. Use the 2nd paragraph as follow-up homework or review in the next class.+

Adjectives
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It was a _____, _____ day. The _____, _____ girl left the _____, _____ house on First Avenue and ran to catch the bus. After a _____, _____ ride, she got off. She asked a _____, _____ man for directions. After a few minutes, she arrived at the _____, _____ building and went in. A _____ receptionist greeted her.

A _____, _____ man walked into the restaurant. He looked around for a _____ table and saw one near a _____, _____ girl. He sat down and stared at her with _____, _____ eyes. She looked at him with a _____, _____ look on her face.

"You are very _____," he said to the _____, _____ girl.

"I am also _____," she replied with a _____ smile.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Embedded Questions CODE: Re /Wr

CONTRIBUTOR: Ruth Knittel, Instructor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 10-45 min

PURPOSE: This exercise can be used for various purposes:

(1) To practice one type of embedded question.
(2) To review all types of embedded questions.
(3) To serve as a filler activity at the beginning or end of a class.

An important purpose in all these activities is to foster a sense of active student participation and cooperation, both in generating questions and in correcting sentences with embedded questions.

MATERIALS: Blackboard and chalk.

PROCEDURE:

1. Teacher writes as many numbers on the blackboard as there are students as follows:

   1.
   2.
   3.

2. Each student goes to the board and writes a question beside a number. The class corrects the question if it has been incorrectly written.

3. Then each student must go to the blackboard and change his/her question to an embedded question beginning with the phrase:

   Could you tell me _____?

   (or other appropriate phrase.)

4. The class corrects the embedded question as necessary.

5. The teacher notices recurring grammatical problems and areas of greatest difficulty. S/he may clarify grammatical structures at this time.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Must (necessity) vs. MUST NOT (prohibition)-present
Had to (necessity) vs. Could Not (prohibition)-past
CODE: Lis/Sp/Wr

CONTRIBUTOR: Ruth Knittel, Instructor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 2 sep. 30 min. classes

PURPOSE: To practice the semantic distinction between must and must not in the present tense, between had to and could not in the past tense.

MATERIALS: Blackboard and chalk.

PROCEDURE: Day 1 - Present Tense

1. The teacher draws pictures on the blackboard.

   1.

   2.

   3. etc. (Teacher draws other pictures.)

2. The teacher then tells the class a story about Sally, a young teenager in a boarding school. Sally is having trouble following these regulations:

   1. Girls must be in their own rooms by 10:30 p.m. every night.

   2. Girls mustn't have food in their rooms. They must eat everything in the dining hall.

The teacher generates more rules about topics such as clothes, radios, stereos, visitors, etc.

3. Using the picture cues, students recreate the story and individually repeat the regulations.

4. After the story has been mastered orally, individual students write the regulations on the board beside the picture cues.

5. The class corrects incorrectly written sentences.

6. Students memorize the story for homework.

Day 2 - Past Tense

1. Individual students retell the story in the present tense, using picture cues on the blackboard.

2. The teacher explains that in the past, must becomes had to and must not becomes could not (was not allowed/permitted to).

3. Students change the story to the past. (Follow steps 3-6 from Day 1).

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Lack of Necessity and Permission in the Present and Past CODE: Lis/Sp/Wr

CONTRIBUTOR: Ruth Knittel, Instructor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 2 sep. 30 min classes

PURPOSE: To practice do not have to and may/can in the present and did not have to and could in the past.

This lesson is a natural follow-up to the lesson on must vs. must not.

MATERIALS: Blackboard and chalk.

PROCEDURE: Day 1 - Present Tense

1. The teacher draws pictures on the blackboard.

3. etc. (Teacher draws other pictures.)

2. The teacher then tells the class a story about Sally, a young teenager in a boarding school, who loves to go home over vacation. At home she doesn't have to obey the school's regulations.

1. She doesn't have to be in her own room by 10:30 every night.

2. She may have food in her room.

Teacher gives other advantages of being home for vacation.

3. Using the picture cues, students retell the story.

4. After the story has been mastered orally, individual students write the story on the board beside the picture cues.

5. The class corrects incorrect sentences.

6. Students memorize the story for homework.

Lack of Necessity and Permission
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Day 2 - Past Tense

1. Individual students retell the story in the present tense, using picture cues on the blackboard.

2. The teacher explains that in the past don't have to becomes didn't have to and may/can becomes could.

3. Students change the story to the past. (Follow steps 3-6 from Day 1).

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Passive Voice CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 60-90 min.

PURPOSE: To have students deduce when and how to use the passive voice; to practice using the passive voice.

MATERIALS: Blackboard and chalk, paper and pens.

PROCEDURE:

1. Put the following paragraph on the blackboard:

   Last night the bank across the street was robbed. A lot of money was stolen. A window was broken and the alarm was shut off. The robbery is being investigated by the police. That bank has been robbed 3 times in the last 6 months. I bet a lot of money will be withdrawn today. That bank isn't safe!

2. Have students figure out when to use the passive voice by asking questions such as "Who robbed the bank?" (unknown) or "Who shut off the alarms?" (assumed to be known). Then concentrate on form (a form of be + past participle). Try to elicit the rules from the students with teacher prompting.

3. Practice changing active sentences to passive and vice versa. Teacher can provide additional sentences on the board for this or ask questions such as "When was America discovered?", "When was this building built?" etc.

4. Give students the following paragraph to change to the passive voice. This may be done individually or in pairs.

   This weekend some students are planning a party. Two girls will make cookies and the boys will bring the refreshments. Jose always provides the music. Before the party, Maria is teaching everyone the latest dance steps. Last weekend these students also held a party. Everyone had a good time. The students had planned it all very carefully.

5. Have students go to the board and each change a sentence to the passive voice. Make corrections as a class. Be sure students copy down the corrected paragraph in the passive voice.

SUBJECT AREA: ENGLISH GRAMMATICAL STRUCTURES

TOPIC: Complaining Using Reported Speech CODE: Lis/Sp/Re

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 30-45 min.

PURPOSE: Students will read an advertisement and complain about items or services they were to receive.

MATERIALS: Several advertisements taken from magazines, papers, etc..

PROCEDURE:

1. Show an advertisement to students. Read it aloud and go over vocabulary.

2. Instruct students to construct sentences which start with, "The ad says..." For example:

   1. The ad says there is no obligation.
   2. The ad says I'll be able to earn $300 a week.

3. Then tell students that what the ad had promised did not turn out to be true. They must then reconstruct their sentences in the past. For example:

   1. The ad said there was no obligation; now a salesman calls my house every week.
   2. The ad said I would be able to earn $300 a week, but I'm lucky if I make $1 an hour.

   (You may have to prod students to invent interesting endings if they are shy.)

4. After one example you may continue with the remaining ads as a class or give each student an ad to do individually and tell the class about.

5. A follow-up lesson may be to have a student complain about the ad over the phone to another student who is the owner or manager of the company who wrote the ad.

SUBJECT AREA: READING/WRITING

TOPIC: How To CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Phil Budinger, ESL Teacher, Tucson, AZ and New York City

LEVEL: All Levels APPROX. TIME REQ.: 1-1 1/2 hrs.

PURPOSE: To use everyday experiences to help students describe their lives and organize their thoughts in a second language, to practice informal writing, to practice use of the imperative and simple present tenses.

MATERIALS: Paper and pencils, props for tasks to be demonstrated.

PROCEDURE:

1. In this or a previous class, demonstrate how to do a simple practical task. Act out the steps as you say what to do. Example:

   How To Make Toast

   You need: bread and toaster. Butter and jam are optional. Choose a nice slice of bread or two. Choose a setting on the toaster. Drop the bread in the toaster and push down the lever.

   When the toast pops up, it is ready. Take it out.
   Butter toast and put jam on it, if you want.
   Slice toast.
   Eat toast.

   Students are encouraged to point out different ways to do or say the same thing, or add steps, or tell which steps they think are unnecessary.

2. Solicit a list of "How-To" topics from class. Encourage practical activities with a physical component, such as making a long-distance phone call, taking a shower, cleaning a room, etc.

3. Let students choose what they want to describe. Try to get at least two students to work on the same topic, so they can do group work on it later.

4. Arrange students in groups working on the same topic. Best group size is three. It's not a problem, in fact it's good, to have more than one group on the same topic.

5. Allow five to ten minutes for individual writing. Students should talk to each other during this period, and teacher should circulate to help supply needed vocabulary.

6. After writing, members of group will read what they've written to each other, and revise what they have into a single group document, accounting for the different ways to do the same thing.

7. One member from each group may read the group document to class. Further discussion can follow. Also, there can be another time period allowed for individual rewrites.

SUBJECT AREA: READING/WRITING

TOPIC: Writing Haiku (Hakku) CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Gary Tang, Project Coordinator/Head Teacher, Glendale Adult Education Center, Glendale AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: Practice language arts skills using Haiku

MATERIALS: Paper, pencils, examples of Haiku

PROCEDURE:

1. Explanation: Haiku is one of two types of Japanese poetry (Cinquain is the other). It usually deals with nature and expresses one main thought. While the strictest use of Haiku should include one word dealing with nature or the seasons, students may alter this somewhat, and have it deal with an immediate, and perhaps very relevant feeling.

2. Explain that the Haiku pattern consists of three lines. The first and third lines consist of five syllables each; the second line has seven syllables.

3. Read some Haiku poems that you've brought in. Have discussion on syllables, main thoughts, relevant feelings, etc.

4. Give students 15-20 minutes to write some Haiku poems.

5. Have students read what they've written. Discuss Haiku poems. Keep poems to make a booklet for students.

SUBJECT AREA: READING/WRITING

TOPIC: Writing Cinquain (sin kan) CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Gary Tang, Project Coordinator/Head Teacher, Glendale Adult Education Center, Glendale AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: Practice language arts skills using Cinquain

MATERIALS: Paper, pencils, examples of Cinquain

PROCEDURE:

1. Explanation: Cinquain is a 5-line poem with several variations.

2. Choose 1 of the following Cinquain patterns:

   A. The most commonly used pattern

      1st line - one word expressing title
      2nd line - two words describing title
      3rd line - three words expressing action
      4th line - four words expressing feelings
      5th line - a synonym for the title

   B. 1st line - one word
      2nd line - two words
      3rd line - three words
      4th line - four words
      5th line - one word again

   C. 1st line - five words
      2nd line - 4 words
      3rd line - 3 words
      4th line - 2 words
      5th line - 1 word

   D. 1st line - 2 syllables
      2nd line - 4 syllables
      3rd line - 6 syllables
      4th line - 8 syllables
      5th line - 2 syllables

3. Read some Cinquain poems that you've brought in. Have students discover which poems follow the pattern discussed. This could also be a good time to discuss/reinforce descriptive words and synonyms.

4. Give students 15-20 minutes to write some Cinquain poems of their own.

5. Have students read what they've written. Discuss Cinquain poems. Keep poems to make a booklet for students.

SUBJECT AREA: READING/WRITING

TOPIC: "The Week of the Box" CODE: Lis/Sp/Re/Wr
Writing Practice through Observation

CONTRIBUTOR: Mary Ann Conrad, Teacher, Rough Rock Demonstration School, Rough Rock, AZ. (Language Arts II, III, IV)

LEVEL: All Levels APPROX. TIME REQ.: 15-20 mins. Each class period for 5 days

PURPOSE: To practice writing through observation of an activity and to read aloud what one has written to classmates; to work on verb tense, paragraph structure, and finally an essay.

MATERIALS: Cardboard box or a paper sack, a ball, a jumprope, anything the teacher holds dear and might demonstrate, a balloon

PROCEDURE:

1. Teacher gets out box and suspensefully prepares to open it. Ask students to observe carefully and be ready to write what they see into their notebooks.

   Day I: Take out a ball. Bounce it. Throw it to a student. Do whatever feels comfortable with students and the ball for a minute or two. Put ball back into box.

   Day II: Take out a jumprope. Jump several times. Hand rope to a student and say, "Now it's your turn." Again do what feels natural before returning rope to the box.

   Day III: Take out a balloon with a word written on it. Blow up the balloon. Let it fly a few times. Keep trying (clowning) until you succeed in tying the balloon. Ask if anyone knows the word. Explain. Give the balloon to someone.

   Day IV: Take out something you treasure or have made. Tell about it. Pass it around the room.

   Day V: For a real dramatic affect take out something alive-- a guinea pig, a turtle, etc. Other ideas might include personal photos to tell about, a candle and matches to light it, a cassette of your favorite song to play for the class, a bubble blower.

2. Students spend 10 minutes writing what they observed.

3. Students read what they have written to each other, either in small groups, in pairs or to the entire class. Note the many ways to write about the same thing. Watch past tense of verbs.

4. After the last day's box presentation, spend the rest of the class session composing an essay entitled "The Week of the Box" with introduction, middle paragraphs, and conclusion.

SUBJECT AREA: Reading/Writing

TOPIC: "The Week After the Box" CODE: Lis/Sp/Re/Wr
Writing practice through observation
Communication of oneself through daily student presentations

CONTRIBUTOR: Mary Ann Conrad, Teacher, Rough Rock Demonstration School, Rough Rock, AZ

LEVEL: All Levels APPROX. TIME REQ.: 10-15 min. of each class session for several weeks

PURPOSE: Same as for "The Week of the Box" plus student involvement in thinking up and presenting demonstrations; to allow students to make informal share-and-tell type presentations that may or may not depend on verbal fluency

MATERIALS: A wall calendar for students to sign up for presentations

PROCEDURE:

1. Teacher explains that to continue writing practice, she needs help from them in presenting items to write about. Students may bring something, talk about something, do a dramatic act, introduce a friend, play a game, etc. Think: "What can I do to keep my classmates awake for five minutes?"

2. Students write a short paragraph about what the teacher has just explained and include the date on which they will do their presentation. Sign up on wall calendar.

3. Follow same procedure as "The Week of the Box." Students present after which fellow students write what they have observed. Sharing of writing may follow as before, in groups or with the whole class.

4. At the end of each week, students may be assigned an essay to summarize the week's presentations.

* It may be worthwhile for the teacher to keep a few "tricks" in his/her bag for days when students are absent or forget. Students who get used to this routine really hate to be let down. Hand-clapping rhythm exercises, aerobics, making funny faces, standing on one's head..... all are very effective! One of my resourceful students who had forgotten it was his day took off one of his boots, showed us the hole in the bottom, explained where he had gotten the boots, how much they had cost, and why they were special to him.

SUBJECT AREA: READING/WRITING

TOPIC: Strip Story (on sentence and paragraph levels) CODE: Re/Wr

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: All Levels

APPROX. TIME REQ.: 60-90 min. depending on length and difficulty of story

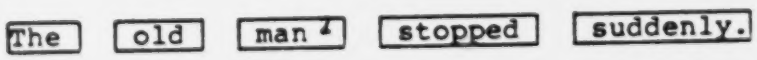
PURPOSE: To reinforce students' ability to use a certain structure and to form a logically sequenced paragraph.

MATERIALS: Sentences from the story on slips of paper (one word per piece of paper), large sheets of paper, marking pens, tape, paper and pencils for students.

PROCEDURE:

1. Select or write a story of appropriate length and difficulty for your class. This exercise is good for reviewing a particular grammatical structure.

2. Write each sentence of the story you have chosen on slips of paper, one word on each slip of paper. Number the sentences randomly, so they are not numbered in the order in which they appear in the story.



3. Distribute sentences to students. Be sure they know how many sentences there are in total. Students may work in pairs if there are more students than sentences.

4. Students arrange the words in each sentence in the proper order and write the sentence and its number on their paper. They then shuffle the words and exchange them with other students for a new scrambled sentence. The teacher circulates to verify correctness. Hint: Remind students to look for the capital letters and periods to determine first and last words in the sentence.

5. After the student has completed all sentences and copied them on his/her paper, the student rearranges (and renumbers) the sentences to form a logical paragraph or story.

6. Have students write each sentence on a large piece of paper with a marking pen, to be taped on the wall.

7. Go over sentences and correct, if necessary.

8. The teacher or a student physically moves the sentences into the proper order as indicated by the class.

9. Point out clues to meaning and sequence to arrive at the final version of the story.

10. Once story is correct, have students copy it in their notebooks.

11. Have several students read the story out loud to hear correct logical version.

VARIATION: If it is not possible to write the sentences on large sheets of paper, have students write them on the blackboard and the entire class makes corrections. Then the class decides what order the sentences should be in and the teacher renumbers the sentences.

SUBJECT AREA: READING/WRITING

TOPIC: Numbers on a Chart CODE: Lis/Sp/Re

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ.

LEVEL: Intermediate to Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: To be able to read large numbers, written American style on a chart, and to pronounce them correctly.

MATERIALS: A real chart of some kind, blown up, i.e. currency exchange rates, mileage, statistics, comparison shopping, etc.

PROCEDURE:

1. Post chart so all students can see it and study it for a few minutes. Have students explain what the chart tells.

2. Ask students to write down ten questions that can be answered from the chart. (This can be done in pairs.) Collect the questions.

3. Ask a volunteer to read questions from one student. All others answer aloud, referring to the chart.

4. Continue until all students have had an opportunity to volunteer or until all students' questions have been asked and answered.

SUBJECT AREA: READING/WRITING

TOPIC: Writing Letters (class pen-pals) CODE: Re/Wr

CONTRIBUTOR: Elise Levy, Vocational ESL Teacher, Project RAISE, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 30 min.

PURPOSE: A practical medium for developing and improving writing, reading, and grammatical skills.

MATERIALS: Paper and pencils.

PROCEDURE:

1. Students select one or two others in class to become "pen-pals" with.
2. Students write letters to each other in class the first time.
3. Next ask students to write one letter per week to their pen-pals. The first letter written outside of class can actually be mailed if students need practice in buying stamps, locating the post office, etc. Subsequent letters can be delivered in class.
4. Students read and review letters in class, making necessary vocabulary and grammatical corrections with help from teacher and other students.

SUBJECT AREA: READING/WRITING

TOPIC: Story Exchange CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Sarah Smetana, Instructor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60-90 min.

PURPOSE: To practice reading, summarizing, listening, and writing skills in a controlled context.

MATERIALS: Two stories of comparable length, readability, and concept load (graded readers work well)

PROCEDURE:

1. Prereading: Divide the board in half, writing the title and any new or important words for each story on the appropriate side. Discuss the new words with the ENTIRE class. Also, discuss any new concepts that are important to understanding the stories.

2. Divide the class in half (moving desks into groups if possible) and give each group a different story to read.

3. Allow students time to read stories, asking each group comprehension questions when all have finished. Have the groups discuss their stories in detail, making sure all members of each group understand and agree on the action of the story. Take away the books/stories.

4. Have each individual find a partner from the other group and exchange stories with him/her. Students are <u>not</u> to write at this point-- only tell and listen to the stories, asking questions. Allow about 10 minutes for this activity, or longer if stories are complex.

5. Have students individually take 5 minutes and write a brief summary of the story they've just heard.

6. Have the original groups then compare summaries and come up with a composite rendition of the story they've been told. Finally, have a group leader read aloud (or write on the board) the group's version of the story. Allow members of the other group to comment on the accuracy of the "listeners" version. Stories written on the board provide good discussion of grammatical matters; in any case, semantic lapses often prove amusing and generate much discussion.

SUBJECT AREA: READING/WRITING

TOPIC: Serial Writing CODE: Wr/Re/Sp

CONTRIBUTOR: Sarah Smetana, Instructor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 45 min.

PURPOSE: To practice coherence in writing - emphasis on content and semantics

MATERIALS: Teacher-prepared opening sentences

PROCEDURE:

1. Write a provocative opening sentence or two on the board. Have students copy the sentence(s) and make sure they understand what you wrote.

   EXAMPLES: 1. It seemed like an ordinary day, that is until the doorbell rang.

   2. When I received the package I couldn't believe my eyes.

   3. My son stood in the kitchen, looking very pale.

2. Ask each student to "continue" the story, adding a sentence that follows logically. Check the sentences for coherence.

3. Have students then pass papers to their neighbors, who must then add the next logical sentence to continue the story. Encourage students to ask each other "What does this mean?" but NOT "What did you think was going to happen next?"

4. Continue passing and adding until story reaches original writer, who is then responsible for finishing it in some sensible manner. Ask for volunteers to read stories aloud, or to write them on the board if they're brief. (Use this occasion to comment on grammar; it's a low-anxiety kind of correction, since there is no single writer who's being corrected).

5. This activity can be manipulated to practice grammar (for example, write opening sentences in the past perfect and remind writers not to commit tense shifts), vocabulary, etc., and length can be varied by changing the "passing pattern" (e.g. pass to every third person, etc).

6. Applaud creativity!

SUBJECT AREA: READING/WRITING **CODE:** Re/Wr

TOPIC: Clustering as a Technique to Generate Ideas (Adapted from Writing the Natural Way by Gabrielle Rico)

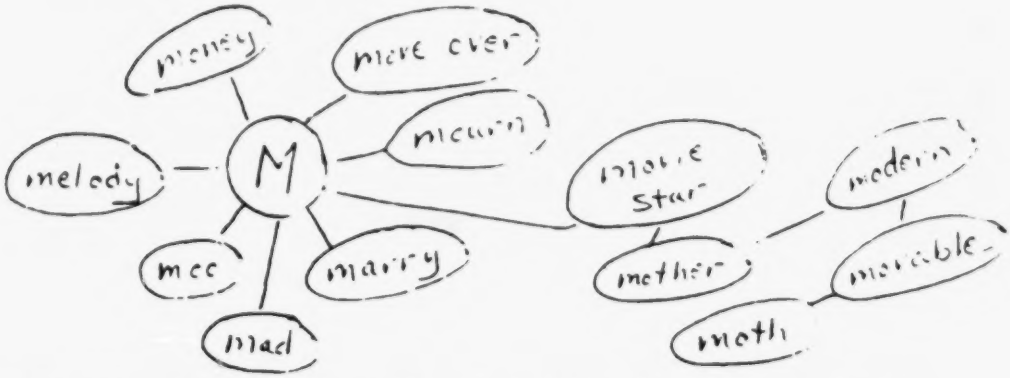
CONTRIBUTOR: Sandy Florence, Writing and ESL Teacher, Pima County Adult Education, Tucson, AZ.

LEVEL: All levels can use the cluster; intermediate and advanced can complete the writing part. **APPROX. TIME REQ.:** 45 min.

PURPOSE: To practice generating ideas; to practice writing short, self-contained pieces; to practice writing within a time limit; to become aware of the music of language and how to use it; to practice writing imaginatively and playfully.

MATERIALS: Pens and paper

PROCEDURE: Example of clustering:



1. In the example above, a single letter is taken and used as the nucleus word from which all ideas,words, phrases grow. Let your mind wander and write down everything that comes into your mind without censoring anything. Let all the words be there. In this example, we are trying to think of as many words that start with the letter M as possible.

2. After doing this random clustering and recording individually for about 2-3 minutes, the student should have an idea of where to begin writing using ideas from the cluster. One word or idea will stand out for each individual.

3. Begin writing and continue for about 10 minutes without stopping. The idea is to write a short piece using as many words that begin with the target letter as is possible.

4. If the student runs out of ideas, he/she can refer back to the cluster for a word. Note: anything can be clustered. This is a technique for generating ideas and giving the students a starting place for their writing. A word, an image, an abstract concept such as love, hate, anger can be clustered, as well as names, sounds, proverbs and whole phrases.

5. At the end of 10 minutes, the student should bring the piece to a conclusion by referring back to something in the beginning of the writing or something in the cluster. An emphasis on closing or concluding the writing is important.

6. What will be produced by this exercise (using the letter) is a playful, perhaps farcical kind of writing that will help the student be aware of certain rhythms in language.

7. Papers can then be read aloud to a partner and worked on to revise problems.

SUBJECT AREA: READING/WRITING

TOPIC: Modeling Forms in Writing (adapted from Writing the Natural Way by Gabrielle Rico) CODE: Wr/Re

CONTRIBUTOR: Sandy Florence, Writing and ESL Teacher, Pima County Adult Education, Tucson, AZ.

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: To give a structure or pattern of writing to imitate, to practice the qualities of good writing through a professional model, to make students aware of rhythms in language and arrangement of words, to help students become more aware of the shape and style of their own writing.

MATERIALS: Samples of poems and short prose from professional writers which clearly illustrate use of imagery, distinct structural patterns and specific punctuation.

PROCEDURE: The example will discuss the use of a poem in modeling.

1. Discuss the poem being used in terms of meanings and writing style. Read the poem several times with students until they can absorb its rhythm and images.

2. Direct each student to take an interesting word or phrase from the poem and cluster this word for as many associations as they can. Allow 2-5 minutes for this. (See Clustering lesson)

3. Have the students begin writing, paying special attention to the particular rhythm of the writer. They should stay as close to the model poem as they can without simply copying it using words and ideas from the cluster and imitating the style of the model writer.

4. Allow about 10 minutes for the actual writing and have the students come full circle with their idea.

5. Have each student read his/her paper aloud to a partner. Further discussion of revision and grammatical correction can be done as a class.

NOTE: Sample professional writing that is very distinct in its style is helpful here. This is why poetry works so well as a modeling tool. Some good writers to model after are; e.e. cummings, Gertrude Stein and D.H. Lawrence, but any samples of good writing will do.

SUBJECT AREA: READING/WRITING

TOPIC: Collaborative Short Story CODE: Re/Wr

CONTRIBUTOR: Sandy Florence, Writing and ESL Teacher, Pima County Adult Education, Tucson, AZ.

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 1 hr. per class session for 2-3 weeks

PURPOSE: To share ideas and work in groups; to synthesize material and ideas; to research different genres in writing; to practice thinking and writing creatively; to work on an extended piece of writing.

MATERIALS: Pens and paper

PROCEDURE:

1. Divide class into groups of 3-4. Each group will then be assigned a particular genre to write in - comedy, romance, mystery, science fiction/fantasy, horror, children's, etc.

2. The teacher can bring in paperback samples of the different kinds of writing to discuss in class. Each group should go over character, plot, dialogue, etc.,for their genre.

3. Each group sketches a basic plot, works on characters, setting and decides on these things together. Note: clustering can be used to develop all parts of the story; for example, characters, setting, plot can all be clustered for details.

4. In groups the students begin writing - alternating turns or with one person recording and the others feeding him/her lines and ideas.

5. This could take several weeks to finish depending on the level of the students. After the first draft of the story is finished, the group can go over it for changes.

6. The story can be copied for the entire class and ideas for revision and corrections shared.

SUBJECT AREA: READING/WRITING

TOPIC: Creating a "Place Autobiography" CODE: Wr/Re

CONTRIBUTOR: Sandy Florence, Writing and ESL Teacher, Pima County Adult Education, Tucson, AZ.

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: Set aside 2 hrs. per week for 2 weeks

PURPOSE: To explore memories, feelings and reactions related to a place; to recall important events and relationships from the past and see how these affect us in the present; to practice using descriptive language; to practice focusing in detail on a particular place; to understand how place images from the past reappear throughout our lives; to practice writing an extended work.

MATERIALS: Pens and paper

PROCEDURE:

1. Have the students make a list of all the places they have lived for more than three months. This is a list of houses. They should record the city they were in and their age at the time as well.

2. After they have made the list, they can begin writing about the first house and include the following details: the physical setting, the house's age, size, color, type of dwelling, location, and surroundings (include distance from school, work, shopping, and recreation). Compare the physical characteristics of the places. Similar or different? Consider how each affected the student's life. "How well did you like each one?"

3. Other questions can be used as a way of writing about the places the student has lived in. The focus here is on the "place", not on people. That should be emphasized, or the student may begin to write about family.

4. As each "place" is completed, the student can go on to the next one. After they have completed all the descriptions, they may work with a partner on structural and grammatical revising, or this can be done as a class on the board.

SUBJECT AREA: READING/WRITING

TOPIC: Using the Newspaper or other Periodical Literature to Match Pictures, Headlines, Captions and Articles — CODE: Sp/Re/Wr/Lis

CONTRIBUTOR: Rose Lagman Richman, Instructor, Eastside Adult Learning Center and Refugee Education Project, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60-90 min.

PURPOSE: To begin making inferences and to practice scanning techniques used in reading periodical literature, applying group discussion and reporting to supplement and reinforce suppositions.

MATERIALS: Two medium-sized or one large table; newspapers and/or magazines

PROCEDURE:

1. Cut out several newspaper or magazine items which include any combination of related pictures, headlines, captions, and articles.
2. Separate these items into two parts. For example: headline/picture; headline and picture/article; picture and caption/article; picture/caption, etc.
3. Spread out the material with one part of each item on one medium-sized table and the other, matching part on another table. (Or you may use both sides of one large table.)
4. Tell the students to circulate around the table(s) and to choose a photo or headline that catches their interest.
5. Have them find the matching part on the other table.
6. After they have returned to their seats ask them, individually, these questions:

   Which part of your news item did you choose first?

   Why did you pick that one?

   How did you know that the two parts went together? What were your clues?

   What words or phrases are new to you?

7. Compile a vocabulary list on the board and after each student has presented his/her news item, have the students try to guess the meanings of these words and expressions by referring back to the information, descriptions and clues that came out of the students' answers to the above questions. If the vocabulary item cannot be guessed right away, ask the reporting student to find the same words in his/her printed material and read the sentence or paragraph in which it appears. If necessary, you may gloss the word or phrase.

8. Tell the students to read silently the articles that go with their news items.

9. Give the student a choice of taking notes while they read and then <u>making an oral report</u> of their story to the class, or <u>writing a report</u> (to be turned in to you for correction) and revising the report.

IMPORTANT: During the questioning of each student, allow relevant interruptions and tangents within reason. The questions themselves may be necessary only with the first student. They are actually designed as a guide toward clarity.

SUBJECT AREA: READING/WRITING

TOPIC: Headlines/Diary Journalism CODE: Re/Wr

CONTRIBUTOR: Sandy Florence, Writing and ESL Teacher, Pima County Adult Education, Tucson, AZ.

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min. per class for up to 2 weeks

PURPOSE: To practice working in groups, to identify important events in one's life, to practice writing in headline form, to practice writing an extended work, to practice listening to others and asking questions, to practice writing about one's life in an objective way using third person and altered points of view, to practice focusing and identifying main ideas.

MATERIALS: Large sheets of paper and pencils or pens. Newspapers.

PROCEDURE:

1. Discuss newspaper, headlines and the style of writing used to create them. Discuss what catches the attention of the reader and why.

2. Have each student make a list of 5 important events in his/her life that they would like to write about.

3. After they have identified these events, they should write each one up as a headline. The teacher will have to work with them to get the wording correct and concise as a headline should be.

4. After this, break the class up into pairs or groups of 3 and have the students exchange papers and write questions about the particular event. This question asking can also be done orally with the student recording the questions he/she wants to answer. The questions are to help each student write about his/her headline in the most effective way he/she can.

5. When students have asked and answered questions, they should begin writing up their first articles. They should focus attention on the journalistic questions of who, what, when, where, etc.

6. They should also entitle their newspaper with something that is very interesting and revealing about themselves, such as The (student's name) Bullet.

7. All of the stories should then be written up on a large sheet of paper with the title of the newspaper. The idea is that the articles should resemble the front page of a newspaper.

This is an extended exercise that could take several weeks to complete, depending on the level of the class.

SUBJECT AREA: READING/WRITING

TOPIC: Writing through Visuals CODE: Re/Wr

CONTRIBUTOR: Sandy Florence, Writing and ESL Teacher, Pima County Adult Education, Tucson, AZ.

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 45 min.

PURPOSE: To express and write about feelings related to an image; to practice writing an interpretive essay; to write from altered points of view

MATERIALS: Pictures or photographs, pens and paper

PROCEDURE:

1. Scan the picture/photograph and identify a dominant feeling. Use this word as the nucleus and cluster it for as many details and ideas as possible. Allow 2-3 minutes. (See Clustering lesson)

2. Begin writing using ideas and words from the cluster and any new ideas that come up. Write for about 15 minutes without stopping.

3. Come full circle with the writing by referring back to something in the beginning or in the cluster. Be sure to conclude the writing in a meaningful way.

4. Read it over with a partner and make changes.

<u>1st Alternative</u>

Choose a picture/drawing with a caption - a humorous photograph will work well here. Have the student enter the photo and become a person in the scene. The student should then tell the story of the picture.

<u>2nd Alternative</u> - <u>Photoanalysis</u>

You can make up a list of questions to be asked regarding a photograph. Examples are: What is the immediate impression? What is happening in the photograph? What do you notice about the emotional state of each person? Is there harmony in the photograph? How do the people relate? Who has the power? Do you see love? What memories does the photo stir in you?

The list of questions is endless and any of them could produce a longer piece of writing.

SUBJECT AREA: READING/WRITING

TOPIC: Reading Newspaper Headlines CODE: Re/Lis/Sp/Wr

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: High Intermediate/Advanced APPROX. TIME REQ.: 1 hr.

PURPOSE: To help students understand newspaper headlines; to practice listening comprehension of an unseen text.

MATERIALS: Headlines cut from current newspapers, blackboard and chalk.

PROCEDURE:

1. Write some sample headlines on the board. Ask students what they mean. Point out to students the lack of such words as articles.

2. Explain how different time frames are depicted grammatically in headlines.
a) present tense means past ("Reagan signs bill")
b) infinitive form means future ("Gorbachev to visit U.S.")
c) what looks like past tense is really passive ("Plane hijacked in Greece")

3. Practice changing headlines to grammatically correct sentences on the board.

4. Give each student a newspaper headline. He/She should not show it to anyone else. The student practices saying the headlines and may ask the teacher for correct pronunciation of new words.

5. The student tells the teacher how many words are in his/her headline and the teacher draws that many blanks on the board.

6. While the class listens, the student reads the headline out loud. The other students write down what they have heard. The student reading his/her headline may repeat it 3 times.

7. The teacher then asks what the students heard and writes all suggested possibilities under the appropriate blank.

8. Together the students decide which words they feel are correct, using their knowledge of current events, English structure and common sense.

9. Then write the headline as a grammatically correct sentence.

10. The student who originally read the headline then verifies or corrects the sentence.

11. Vocabulary that is difficult to pronounce may be practiced by the entire group and meaning clarified.

12. Another student repeats the procedure with his/her headline.

SUBJECT AREA: READING/WRITING

TOPIC: Current Events from Newspapers or News Magazines

CODE: Re/Lis/Sp/Wr

CONTRIBUTOR: Margaret Cooper, ESL Instructor, Pima County Adult Education, Tucson, AZ

LEVEL: Advanced

APPROX. TIME REQ.: 20-25 min. per article

PURPOSE: To provide an alternative to reading of prepared texts and to provide a discussion of topics of current interest, either local, national or global.

MATERIALS: Short articles from newspapers or news magazines.

PROCEDURE:

1. Ask the students to bring articles from a newspaper or news magazine that they think will be of interest to the class. Ask them to pick out vocabulary words to explain to the class if necessary. They should also prepare some questions to stimulate discussion of the article. (If you have a class with fluctuating attendance, you could select some articles yourself to bring to class.)

2. Select one or several articles. (You can use the others later). Have the students read the article silently. Have the student present needed vocabulary by writing words on the board with a definition.

3. Discuss the questions that either the student or you have prepared.

4. You can follow up by having them write a summary of the article, or their opinions about the topic. They could incorporate the same or all of the vocabulary.

5. Check their writing.

SUBJECT AREA: READING/WRITING

TOPIC: Asking Wh Questions and Applying Scanning Techniques to Get Information From Periodical Literature CODE: Re/Lis/Sp/Wr

CONTRIBUTOR: Rose Lagman Richman, ESL Instructor, Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 90 min.

PURPOSE: To encourage the use of one's own curiosity to stimulate comprehension by reading for answers to self-generated questions. To discourage word-for-word reading and translating, and to encourage the use and recognition of clues in context.

MATERIALS: Magazine or newspaper articles, preferably with accompanying photos and captions. For the less proficient students, specially published newspapers that are simplified or locally published newspapers should be used. For the more proficient students, regular city newspapers or nationally published newspapers or magazines may be used.

PROCEDURE:

1. Distribute copies of an article, including headlines, photos and captions.

2. Give a brief explanation of the parts of a news item, including headline, article, photograph, and caption.

3. Tell students to read only the headline. Explain that headlines are not usually complete sentences because they leave out words, especially definite and indefinite articles. Ask volunteers to change the headline into a complete sentence and write the sentence(s) on the board as dictated by students, making corrections also as students suggest.

4. Have students ask questions about the headline. Write the questions on the board, but not the answers.

5. Have the students look at the photo and read the caption.

6. Have the students generate more questions.

7. Once again write their dictated questions on the board, but do not permit answers at this time.

NOTE: For less proficient students, you may write the question word, only, on the board to prompt the question.

Asking Wh Questions
Page 2

8. Now tell students to read the article looking only for the answers to the questions. Allow only a short time for this reading, as you want to encourage scanning and reading for meaningful information.

9. Have students answer questions as a class and compare answers.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Family Members CODE: Lis/Sp

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ

LEVEL: Very Beginning APPROX. TIME REQ.: 60-90 min.
but can be adapted for higher levels

PURPOSE: To be able to recognize vocabulary for family members; identify own family members by vocabulary and understand American concept of nuclear and extended families.

MATERIALS: Photographs or realistic drawings (better) of teacher's family, several sets of colored markers, paper or tag board for each student

PROCEDURE:

1. Show picture of "me" and write my name on blackboard. Ask students who it is. Teacher says name and tells what name students should refer to teacher by.

2. Show picture of "me" and "husband." Write husband's name on blackboard so that last names line up.

3. Continue with sister, children, mother, etc., whatever is real and appropriate. (i.e. This is my father. I don't have a mother; my mother is dead. This is my father's wife.)

4. Review all pictures, having students finish sentences with appropriate family vocabulary items. They can ask questions if they wish.

5. Pass out tag board and pens and ask students to draw pictures of their families. As they do this, teacher circulates and asks real questions of each student, i.e. Who is that with the short curly hair: Is this you?, etc.

6. Have students show their pictures to the class and explain who they are.

7. Have students write names of family members by each picture--on top in order of native culture, on the bottom, the American way.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Mother Goose Rhymes CODE: Lis/Sp/Re

CONTRIBUTOR: Grace Blossom, Instructor, Rio Salado Community College, Adult Education, Phoenix, AZ

LEVEL: All Levels APPROX. TIME REQ.: Teacher's discreation

PURPOSE: To practice speaking, listening, and reading English

MATERIALS: An illustrated copy of Mother Goose.

PROCEDURE:

1. Choose any short rhyme that has a well developed beat. For example: "Jack and Jill went up the hill".

2. Give a copy of the rhyme to each student or have them copy it from the board. Show the illustration in the book.

3. Have the class repeat in unison as the instructor beats out the rhythm. (Recent research indicates that a definite beat is an aid to learning.)

4. Give the class time to memorize the rhyme. For beginners use one line at a time. Ask for volunteers to repeat the rhyme.

5. Work on the rhyme a second and third class session. Ask the students to write it from memory and check their own papers.

6. Variations of the sentences can be developed on the board or students can develop their own. For example:
   "Jack and Jill went up the hill".
   Mary and John went up the street.
   Betty and I went to the school.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Sing and Learn English CODE: Lis/Sp/Re

CONTRIBUTOR: Grace Blossom, Instructor, Rio Salado Community College, Adult Education, Phoenix, AZ

LEVEL: All Levels APPROX. TIME REQ.: Teachers discreation

PURPOSE: To hear, speak, read English in a relaxed, enjoyable environment.

MATERIALS: Any popular song with sing-along qualities. -- i.e. clear enunciation and suitable subject matter. A cassette of the song, a tape player, and a copy of words for each student.

PROCEDURE:

1. Give each student a copy of the words of the song and ask them to listen. Play the song. For the initial presentation only, repeat this procedure two or three times. This allows students to adjust to the new (the them) technique of listening to and reading the song concurrently. For beginners, the instructor may need to help students follow the words on their copies.

2. As soon as students have adjusted to the technique, ask them to sing along with the tape.

3. Depending on the language proficiency of the class, ask students to turn their papers over and just sing along. Give them the choice of referring to their papers if they wish.

4. A glossary of the song's difficult vocabulary items is helpful. Numbering the lines is also very helpful as a reference technique.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Compiling a Book, ALL ABOUT MYSELF CODE:Lis/Sp/Re/Wr using American magazines

CONTRIBUTOR: Yvonne Greer, ESL Teacher, Bonnie Brennen Elementary School, Winslow, AZ

LEVEL: Beginning APPROX. TIME REQ.: 60-90 min.

PURPOSE: Give students a personal basis from which to practice their basic language skills

MATERIALS: Old magazines, construction paper, glue or tape, scissors (optional: a photo of each student)

PROCEDURE:

1. Show students an example of the book each will be making. Stress that it is a personal book, so each student can put what he/she wants in it.

2. Include several different pages, each of which has a new topic. (examples: Things I like, Things I don't like, I wish etc.)

3. The students may want to bring in their own pictures from home, and have plenty of magazines available in the classroom from which students may cut out pictures to put in their books. Students label pictures or write sentences about each picture.

4. When books have been compiled, each student then shares his/her book with the class.

5. The teacher may circulate and discuss with each student why he/she has chosen various pictures.

*This idea also lends itself to making individual picture dictionaries of new words learned (the pictures for the words can either be cut from magazines or drawn).

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Command Performance CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Phil Budinger, ESL Teacher, Tucson, AZ and New York City

LEVEL: Beginning APPROX. TIME REQ.: 60 min.

PURPOSE: For students to utilize, understand and follow commands.

MATERIALS: Simple, everyday props such as pens, pencils, business cards, keys, wallets, notes, money, etc.; paper and pencils.

PROCEDURE:

1. Teacher starts: "Give the wallet to Eduardo..." Class repeats. As they do so, teacher gives the wallet to Eduardo. Continue in this vein: "Get the wallet from Eduardo"... "Put the money on the table... "Give the note to Susan."

2. Now, change the format slightly: Start with a student likely to pick up a change quickly. Say "Tell Susan to put the money in her purse" If necessary, guide the student through the command, "Susan, put the money in your purse." Continue in this fashion, "Tell Habib to get the money from Susan," ... student says "Habib, get the money from Susan."

3. You can extend the chain of command one more step without causing undue confusion, e.g. "Tell Tomas to tell Susan to close the door." This kind of command is perfectly natural, appearing often in work place environment or in taking or leaving a message for someone.

4. Now, divide into groups of five to seven students, and have them take turns giving the commands. Make note of new vocabulary that arises during this group work, and share it with the class later.

5. Tell the students they are going away for the weekend, and that their friend is going to take care of their house or apartment. Have them write a short note telling him or her what to do.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Doing A Rod Story CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: All Levels APPROX. TIME REQ.: 1-2 hrs. Depending on difficulty of the story

PURPOSE: To have students practice a grammatical point used in context.

MATERIALS: Rods, paper, pencil, blackboard and chalk.

PROCEDURE:

1. Make up or adapt a story or a dialogue that you feel will be a good follow-up to a lesson already presented. It should not be too long in length, especially at the beginning level.

2. Set up rods on a table in front of the class. These rods should be the colored ones and will be used as representatives of other things (i.e. people, houses, trees, animals, etc.).

3. Say the story two times. Make sure the students don't write at this point. They need to concentrate on listening.

4. Now, ask the students to try to remember the first line. At this point, line up the white rods on the table so that each rod represents a word in the sentence. I use red rods for negative words. This is not essential but my class is cued into this and it seems to help them. As the students give back the first sentence, I can point to the word (actually the rod) that is incorrect or missing.

5. When as many students have said the first sentence as the teacher feels necessary or enough time has been spent on it, go on to the next line.

6. Continue in this fashion until the story is complete and the students can say it correctly.

7. Now the students may write the story individually.

8. Finally, they can put it on the board, correcting it together when necessary, and then correcting their own papers.

9. As an optional activity, the students can make questions from the story. They always seem to need practice in forming questions in all tenses.

Doing a Rod Story
Page 2

Two examples of rod stories:

Past

This morning, I got up at 6:30. I washed my face, brushed my teeth, and took a shower. I walked into the kitchen and made breakfast. I ate eggs and drank coffee. I got dressed and went to work at 8:45.

Comparisons

This is Karen. This is Karen's father. This is Jack. This is Jack's father. This is Karen's father's friend. Karen's father is older than Jack's father. Jack's father is taller than Karen's father. He's fatter than Karen's father too. Karen's father's friend is the tallest, the oldest, and the fattest of them all.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Emotions CODE: Lis/Sp

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: All Levels APPROX. TIME REQ.: 45 min.

PURPOSE: To facilitate student communication about emotional states.

MATERIALS: Expressive pictures of various emotional states: happy, sad, angry, bored, sleepy, frustrated, puzzled, depressed, excited...anything else you can find. The comic strips are an excellent place to find great drawings of facial expressions. It's useful to group several of these on a page, unlabeled but numbered, and copy for each student.

PROCEDURE:

1. Use pictures, your drawings and pantomime to demonstrate emotions vocabulary.

2. You may wish to discuss how different cultures deal with the show of emotion, how this varies by age and sex, how this has been changing in the United States recently, etc.

3. Pantomime the newly-introduced words and see if the students can correctly identify them.

4. Ask various students to demonstrate 'sad', 'in love', 'puzzled', etc.

5. Have students pantomime terms for other students to guess.

6. Hand out copied sheets of drawings or pictures and see what labels students assign to these (be sure the new words are on the board for spelling assistance).

7. Describe a situation and ask for a student's emotional response, for example:

    a. Your doorbell rings and when you open it you see a favorite friend that you haven't seen for two years. How do you feel?
    b. There is an ambulance in front of your neighbor's house when you come home from English class. How do you feel?

Any feeling expressed by the student is valid; the only incorrect answer is if he/she means one word and mistakenly uses another. Vary the complexity of the situation according to the abilities of the student.

8. It's fun to teach a M.E.S.S. (Minimal English Survival Strand)! Have the students learn the responses "Me, too!" and "Not me!" Then go around the room announcing one emotion or another (I'm sad, I'm in love, I'm tired) and have the students simply respond, "Me, too" or "Not me!" as appropriate. This is fun for everyone and tells you a little about how your students are feeling. If you say "I'm bored" and your students respond "Me, too!" you're in trouble!

9. You may also ask, "When do you feel _____?"

10. You may want to discuss the social response to "How are you?" and whether or not it always reflects reality. It's also interesting to contrast "I'm fine" and "I'm okay" and to discuss shades of meaning, and intonation conveying meaning, etc.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: "Getting Acquainted" CODE: Lis/Sp/Re/Wr
An opportunity to use English in a social situation

CONTRIBUTOR: Yvonne Greer, ESL Teacher, Bonnie Brennen Elementary School, Winslow, AZ

LEVEL: All Levels APPROX. TIME REQ.: Depending on number of students - 60 min. or less

PURPOSE: An interactive approach to reinforce basic oral language usage in a life-centered activity

MATERIALS: (optional) Blackboard and/or paper, chalk and/or pens.

PROCEDURE:

1. Briefly explain the purpose of an informal interview. Give a simple demonstration of one.

2. Using the blackboard, have students compile a list of questions they might use.

3. Divide the students into pairs. Each group would interview the other.

4. After allowing the groups twenty minutes, (10 minutes per interview) have them introduce the person each has interviewed, and report on what they have learned about that individual.*

*Depending on the level, this makes an excellent method to use for getting students acquainted.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Telephone Skills CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Elise Levy, Vocational ESL Teacher, Project RAISE, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: To learn basic telephone "etiquette" and practice conversation.

MATERIALS: None.

PROCEDURE:

1. Have students exchange phone numbers with two or three others in class.
2. Review what to say in different situations. (If someone else answers, leaving a message, wrong number, etc.)
3. Role play telephone conversations in class.
4. Have students prepare written examples of possible conversations (individually, in pairs or in groups). These can be role played in class.
5. As homework, students are to call two others in class during the week and converse in English.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Adjectives used with Linking Verbs CODE: Sp/Lis

CONTRIBUTOR: Rose Lagman Richman, Instructor, Eastside Adult Learning Center and Refugee Education Project, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 30-60 min. depending on class size (each variation)

PURPOSE: To practice describing factors in one's environment subjectively. To practice expressing one's own tastes and opinions.

MATERIALS: An opaque bag; small objects; pieces of herbs, spices, fruits, vegetables; a tape or record player, tapes and/or records; pictures of scenes. (Depending on which variation of this activity is being done.)

PRE-LESSON DEVELOPMENT: Students need to have been familiarized with the state-of-being verbs: feel, smell, taste, sound, and look.

PROCEDURE:

1. Put several objects in an opaque bag (at least as many objects as students)
2. Have students walk to the bag, reach in and feel the object without pulling the object out of the bag.
3. The student is asked, "How does it feel?" and replies with (for example), "It feels fuzzy." "It feels soft." "It feels like a teddy bear."
4. The student then pulls the object from the bag and announces what, in fact, the object is.

VARIATION: SMELL - Bring to class a number of scented items (herbs, spices, pungent fruits or vegtables are good and non-allergenic). Have students smell the items and comment: "It smells sweet." "It smells terrible." "It smells spicy." "It smells like cinnamon."

TASTE - Similar to smell activity but using small pieces of fruits, vegtables, candies. Allow students to choose for themselves what they wish to taste. The student will comment. "It tastes sour, sweet, bitter, spicy," etc.

Adjectives used with Linking Verbs
Page 2

SOUND - Bring in a tape recorder and a variety of music or sound collages. Allow student to listen to each sampling for a few minutes. Let students volunteer comments: "It sounds lovely." "It sounds romantic." "It sounds pleasant (unpleasant)" etc.

LOOK - Show the students pictures (photographs, art works or slides) of a variety of scenes. Students might comment: "It looks peaceful." It looks gorgeous."

Be liberal in your expectations of student comment. For example, for the latter, student might say, "That looks like my country." "I think that's beautiful!" "Oh, I want to go there!" Allow tangents to the extent that students are still practicing adjectives and descriptive vocabulary.

More advanced students might enjoy this activity using unusual or rarely seen objects. In this case, if students have no idea what the object is, they are asked to try to guess what the object is by asking questions such as, "How is it used?" or "How does it work?" "Why would you use this object?" "When would you need this thing?" "Who used this gadget?" etc. The activity can be used for practicing modals and conditional forms: "It might be used to squeeze grapes." "You could try breaking into a piggybank with it."

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: A Camping Trip CODE:Lis/Sp

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: High Beginning to Advanced APPROX. TIME REQ.: 1 hr.

PURPOSE: For students to communicate their ideas and opinions in English, to familiarize students with the American system of weights(pounds and ounces).

MATERIALS: Copies of "Camping Trip" handout, blackboard and chalk (optional).

PROCEDURE:

1. Class discusses camping/backpacking in the United States. Teacher may introduce or review appropriate vocabulary.

2. Hand out a copy of "A Camping Trip" to each student and have students read it, both silently and then orally. (See next page).

3. Go over any new vocabulary. Review the American system of weights.

4. Divide students into small groups of 3-5 people, depending on class size. Each group must follow the instructions on the handout and compile a list of items to be taken on the trip.

5. If possible, have someone from each group put the list on the board.

6. Have each group's spokesperson read the list and justify each item. Other students may ask questions or challenge the group at this time.

7. Finally, compile a class list, using the items most frequently included in the small group lists and voting on which others should be included. This is good practice for the students to state their opinions and to practice defending them in English.

A CAMPING TRIP

You are going on a three day camping trip in the mountains. You will carry everything you need for the three days on your back. Since you are going into the mountains,it will be cold. This kind of trip is called a pack trip because you will walk and carry everything you take with you on your back in a bag called a backpack. You have decided that you can't carry more than 25 pounds on your back comfortably. You made a list of the things you want to take with you but they add up to more than 25 pounds. Now you have to read your list and include only the most important items. Remember, they cannot add up to more than 25 pounds including the pack. Also,remember that you will not see anyone for the three days and must include everything you need in order to survive.

You must come to a decision in your groups (and be sure you add up weights so they don't total more than 25 pounds). You must be able also to tell why you chose each item. There is no one correct list although certain items must be included in each list. When you have finished your list, choose a representative from your group to present your list to the class. You may challenge or be challenged by another group to tell why you chose an item so be sure you can justify each item.

If you don't understand something, you may ask the teacher.

LIST

6 lb. sleeping bag	3 lb. extra pair of shoes
3 lb. backpack	6 lb. water container (full of water)
1 lb. pillow	4 lb. camera
6 oz. small book to record what you see	6 lb. 3-day supply of food
8 oz. swimming suit	12 oz. plate, fork, knife, spoon
4 oz. dish soap	12 oz. insect repellent
4 oz. toothpaste	2 lb. extra set of clothes
2 oz. toothbrush	3 lb. fishing pole
1 lb. pot to cook in	6 oz. towel
1 lb. flashlight	1 oz. matches
	1 lb. rain jacket

16 ounces = 1 pound; oz. = ounces lb. = pounds

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Using the Telephone for Specific Tasks CODE: Lis/Sp

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ.

LEVEL: Intermediate to Advanced APPROX. TIME REQ.: 90 min.

PURPOSE: To be able to use the telephone to transmit information

MATERIALS: (optional) Telephones

PROCEDURE:

1. Divide students into four groups and have the members of each group sit together.

2. Explain the task: Each group will answer a different telephone:

   a. at a restaurant - taking reservations

   b. a school office - taking calls from parents of absent children

   c. a hospital - answering calls from patients

   d. office of a large factory - someone will call and ask to speak to an employee

3. Within their groups, students will work together to decide what questions they might ask and what information they will need from the caller. They should also decide how they should answer the telephone. Each team selects someone to answer the phone.

4. Teacher makes all calls and students answer and ask questions.

5. Reverse roles: Teams decide on scenarios and formulate answers to anticipated questions.

6. Teacher answers all calls as a member from each team calls the
   factory
   school
   hospital
   restaurant.

7. After each phone call, all students can be invited to comment on whether or not enough pertinent information was exchanged.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Giving Accurate Directions CODE: Lis/Sp

CONTRIBUTOR: Marcia Hobson-Alderman, Tempe Union High School District, Tempe, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 3 min. per student

PURPOSE: To practice giving accurate directions. Will also provide risk-taking opportunity which is less threatening than speaking individually.

MATERIALS: None.

Previous knowledge necessary: Names of geometric shapes such as square, circle, triangle, oval, line, horizontal, vertical, straight, etc. Directions such as up, down, between, etc. are also used.

PROCEDURE:

1. Review necessary vocabulary.

2. Tell each student to draw a simple picture using the shapes reviewed. Make sure that students do not see each other's drawings and that they understand they will have to describe their drawings so that they will not make their drawings too complicated. I usually demonstrate by drawing a picture of a house: a square with a triangle on top and a rectangle centered on the bottom line of the square with the longer sides going up and down and a height of about 1/2 the height of the square.

3. After each student has completed his/her drawing, have one student select another student to go to the blackboard and draw the first student's picture based on the first student's description. For very advanced students, you might have the first student describe his/her picture with his/her back turned so that he/she cannot see what is drawn. After the picture is completed, compare it to the original drawing. Then have the second student select a student to draw the picture he/she describes.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Listening Stories CODE: Lis/Re

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 20-30 min. (adaptable to beginning)

PURPOSE: To practice listening skills and to develop the ability to comprehend the main idea and essential details of a spoken text.

MATERIALS: Copies of listening story(ies)-best with a twist or funny ending (see samples on next page).

PROCEDURE:

1. Explain procedure to students.
2. Talk about questions used to find important facts or write a story - Who, What, When, Where, Why.
3. Read story out loud at a normal conversational pace while students just listen. Do <u>not</u> allow them to take notes.
4. Repeat the story once. Then have student write answers to the 5 questions.
5. Repeat story one more time if students request it.
6. Ask students for their answers and compare. If students do not agree, read story again for clarification.
7. Give students copies of the story and read it together so that full meaning is clear.

Two Listening Stories

My aunt lives in a San Francisco suburb. One evening she went to visit some friends who live in a big apartment building in downtown San Francisco. When my aunt arrived, her friends were very upset. Their dog had died that day and they had no place to bury him. My aunt said that she would take the dead dog and bury it in her garden.

Later, when my aunt was ready to leave, they put the dog in a suitcase. My aunt started home on the subway. When the subway arrived at her stop, she got off. She was carrying the suitcase up the steps from the subway to the street when a man came up to her. He said, "Excuse me ma'am; can I help you?" Before my aunt could answer, he grabbed the suitcase from her and ran up the stairs. My aunt never saw him again!

Koriyama, Japan (source: Associated Press)

"It's gone!" Kiyomichi Watanabe breathlessly told bank officials when he discovered he had lost a canvas bag containing 90 million yen (about 345,000 dollars) that he was taking from one branch bank to another.

The police sent a patrol car to check the one-mile route that Mr. Watanabe, the driver of the bank van, had taken.

Ten minutes later, Sanae Sato, a fish seller, dashed into the police station with a canvas bag. "Look what I found in front of my shop!" he said excitedly. "I thought it was a bag of rice or a bundle of books."

Mr. Sato will get between 5 and 20 percent of the money as a reward for the largest lost-and-found item ever reported here, police said.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Writing a Collective Story through the Use of Progressive Pictures CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 1-2 hrs

PURPOSE: To have students practice making a cohesive story together; to practice using the language in a specific time frame.

MATERIALS: A set of pictures (4 is a good number) that can be used to tell a story, blackboard and chalk.

PROCEDURE:

1. Put the first picture up in front of the room.
2. Decide on a time frame that the class will be working in (yesterday, tomorrow, now, etc.).
3. Have students look at the picture and discuss what they see. Go over any new vocabulary as needed.
4. Ask for an opening sentence.
5. After a good sentence is given orally, one that is grammatically correct, have that student write it on the board.
6. Continue in this way, making sure the sentences follow a natural progression, until no more sentences can be elicited from the students about the first picture.
7. Put up the next picture.
8. Follow the same procedure until all the pictures are used, the story is complete, and every student has contributed a sentence.
9. Correct the sentences with the class as you go along, if any mistakes are made.
10. Students can predict what will happen before the next picture goes up, although this shouldn't be part of the story.
11. As an optional activity or a follow-up, students can make questions about the story they just wrote.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Interviewing CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Phil Budinger, ESL Teacher, Tucson, AZ and New York City

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: To have students learn about each other through the interviewing process; to have students practice making questions.

MATERIALS: A standard information form, as would be used for a job interview, drivers' license, etc. I find it helpful to get several such forms and compile them into one of my own with a slightly larger, and less formal and threatening format. Also useful is pictorial material and "realia" such as birth certificates, social security cards, and driver's licenses to illustrate the information requested on the form.

PROCEDURE:

1. Write the word "Interview" on the board. Solicit ideas about what it means, and different kinds of interviews.

2. Use pictures to illustrate different kinds of interviews: TV talk show interviews, TV news interviews, job interviews, newspaper or magazine interviews, police interviews, etc. Steer conversation towards what kind of questions would be asked at interviews.

3. Practice questions, informally and briefly, writing them on the board but not drilling them.

4. The actual interview: Let students decide what kind of interview they will be conducting. Get into groups of two or three, and take turns as interviewer and interviewee. Don't use interview forms at this point. Use instead, an informal guide of key words on the board that are associated with possible questions.

5. Depending on the nature of the interview, and their preference, students can fill out the relevant parts of the interview form. They can give an oral summary of their interview to the class, if they choose. As a follow-up, you can invite students to bring in real samples of information forms, from various companies, government agencies, and other organization. Students can copy and present the form they find to the class, and differences in vocabulary on different forms can be brought to students' attention.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Proverbs; Substantiating Opinions; Storytelling CODE:Lis/Sp

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: Students will learn common proverbs, explain how they relate to given situations, then apply them to experiences in their own lives.

MATERIALS: Six common proverbs. For example: Haste makes waste; No news is good news; The early bird catches the worm. Six pictures (taken from magazines, hand-drawn, etc.) which could exemplify one or more of the proverbs chosen. Blackboard and chalk (optional).

PROCEDURE:

1. Number the pictures 1-6 and letter the proverbs A-F randomly.
2. Present the pictures to the class one at a time. Pass them around the room. Encourage comments. Concentrate on vocabulary.
3. Display the proverbs on the blackboard or on posterboard. Present them to the class one at a time. Concentrate on vocabulary. Students may speculate on the meaning but don't spend too much time on this.
4. Give students 3-5 minutes to match each proverb to a picture on a one-to-one correspondence.
5. Using one picture at a time, each student must tell the class which proverb he/she thinks best matches and give reasons for his/her choice.
6. The other students decide if the choices are well-founded and discuss whether they agree or disagree.
7. Follow the same procedure with the other pictures. By the time you finish, students should have a firm understanding of the meaning of each proverb.
8. Remove the pictures. Each student must tell a story (from her/his own experiences if desired) which exemplifies one of the proverbs. The other students listen and guess which proverb the story refers to. An example of a student story and matching proverb; "Every day kazem gets to class first, before any other students. He always takes the best seat in the classroom." The proverb: The early bird catches the worm.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Types Of Music CODE:Lis/Sp/Re/Wr

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 45-60 min.

PURPOSE: Students will learn and use the vocabulary necessary to carry on a conversation about current music. They will listen to several types of music, identify the genre, and talk about the qualities that make each type of music different.

MATERIALS: A cassette tape of the choruses of ten types of current music. The teacher should choose songs and artists that are common and representative of the type chosen. A list of the types to be used in class. For example:

1. Country
2. Reggae
3. Folk
4. Jazz
5. Soul
6. Classical
7. Punk
8. Disco
9. Blues
10. Rock

A transcript of the words to the choruses for each student; a list of vocabulary to aid in the discussion of music. Sample list: beat, rhythm, mood, melody, names of instruments, voices, tempo, subject matter, vocal, instrumental, harmony, danceable, etc.; blackboard and chalk.

PROCEDURE:

1. Write the ten types of music on the board.

2. Play the choruses one by one for the students. After each song, ask the students to identify the type and discuss the characteristics using the vocabulary. As you proceed, compare one type of music to the others and ask students what they like and dislike about each genre.

3. After completing all ten, hand out the transcripts and go over vocabulary and meaning. Play the music again and encourage students to sing along.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: Communication of Feelings/Past Experiences or Response to Visual CODE: Lis/Sp/Wr

CONTRIBUTOR: Marcia Hobson-Alderman, Tempe Union High School District, Tempe, AZ

LEVEL: Advanced (may be adapted to high beginner/intermediate)

APPROX. TIME REQ.: 1 to 3 hrs. depending on class size and whether or not writing assignment is to be done in class.

PURPOSE: To practice and demonstrate ability to communicate intangibles to tell stories or to relate personal experiences.

MATERIALS: Pictures from which a story could arise. Pastoral scenes, people doing different things, two or more people interacting, well-known places, animals, scenes depicting life styles, humorous scenes, etc.

PROCEDURE:

1. Assign or let each student select one picture.

2. Have each student prepare a story to go with the picture. Time: 3 to 5 minutes.

   If this is the first time you have done this you should give an example. Stories should last about 3 minutes.

   For a beginning or low intermediate class you may have the students begin by identifying the objects in the picture. You may also do this as a group or small group project with intermediate students. After the objects have been identified, you may ask students to respond to questions like "Have you had a similar experience?", which are appropriate to the picture, and write a group story.

3. Have students take turns telling their stories.

4. Discuss grammar and pronunciation problems after all stories are finished.

5. Students may then write the stories they have just told.

SUBJECT AREA: CONVERSATION/ORAL COMMUNICATION

TOPIC: What Makes English So Difficult CODE: Lis/Sp

CONTRIBUTOR: Marcia Hobson-Alderman, Tempe Union High School District, Tempe, AZ

LEVEL: Advanced APPROX. TIME REQ.: 1-2 hrs

PURPOSE: To practice communication skills. To analyze English grammar, pronunciation, and vocabulary. To learn a little about the structures of other languages represented in the class.

MATERIALS: None

PROCEDURE:

1. Divide the class into three groups. (If it is a very large, class you may want to use a multiple of three since it is difficult to have a discussion when a group contains more than 5 people.) Each group should contain people from different countries, cultures, languages, continents, etc. as the population allows.

2. Assign each group a topic.

    a) What is so difficult about English vocabulary?
    b) What is so difficult about learning English grammar?
    c) What is so difficult about learning English pronunciation?

3. Allow about 1/2 hour for the discussions because it usually takes them a while to get started.

4. At the end of the discussions have each group report their findings to the class. Have them identify which problems are common to the whole group and which are problems specific to a subgroup. Example: Chinese and Japanese students think that articles are very difficult and unimportant. However, may European students are happy that English does not have case and gender.

5. This exercise lets students learn more about each other's problems in learning English and also affords the teacher an opportunity to re-evaluate his/her lesson plan to better meet the needs of the students.

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Two-Word Verbs CODE: Lis/Sp/Wr

CONTRIBUTOR: Karen Smith, Lead Instructor, Refugee Education Project, Pima County Adult Education, Tucson, AZ

LEVEL: All Levels APPROX. TIME REQ.: 90 min.

PURPOSE: To incorporate commonly used idioms into the students' active vocabulary.

MATERIALS: Blackboard and chalk.

PROCEDURE:

1. Present five or six two-word verbs with a common verb or preposition and discuss the meaning of each (e.g. "go out", "pick out", "take out", "turn out", "check out", and "hang out").

2. Give sample sentences of each idiom in context, and have the students generate sentences of their own.

3. Make sure that students understand the meaning by having them fill in the blanks in sentences with the appropriate idiom (Joe and Carol _____ _____ every Friday night.)

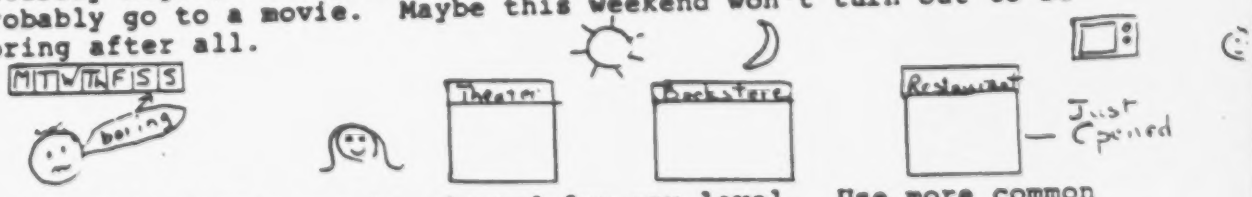
4. Present the idioms in the context of a "board story". Provide visual cues and pictures on the board to help the students follow along as you tell a story incorporating all new vocabulary. Read it two or three times. Make sure they understand the story. See example below.

5. The students give the story back to you orally, verbatim.

6. The students write the story verbatim.

SAMPLE STORY:

It's Friday and Mark Adams is planning his weekend. He's afraid his weekend is going to be boring. On Friday night he is going to go out with some of his friends. They are going to check out a new restaurant. After dinner they'll probably hang out at Mark's apartment and watch a basketball game on T.V. On Saturday, Mark is going to go shopping. He wants to pick out some new books to read. Saturday night, he's going to take Linda out on a date. They'll probably go to a movie. Maybe this weekend won't turn out to be boring after all.



Note: This lesson can be adapted for any level. Use more common idioms and a shorter, simpler story for a beginning class.

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Partitive Noun Expressions CODE: Lis/Sp/Re

CONTRIBUTOR: Jessica Susan Dilworth, Former ESL Instructor with Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.:30 min.

PURPOSE: Students will learn and practice which partitive expressions go with which nouns.

MATERIALS: A. Ten pictures that illustrate items such as:

1. a carton of cigarettes
2. a pack of gum
3. a box of cereal
4. a package of meat
5. a bag of rice
6. a jar of jam
7. a bottle of oil
8. a stick of butter
9. a can of peas
10. a head of lettuce

B. Four lists of ten items and noun expressions such as:

1. box	2. pack	3. stick	4. jar
bottle	book	clove	carton
quart	dozen	six pack	tube
bar	slice	cup	pot
pinch	container	mug	bunch
eggs	soap	shampoo	ice cream
kleenex	grapes	peanut butter	milk
gum	garlic	tea	cigarettes
leftovers	sugar	beer	matches
coffee	salt	chese	glue

Blackboard and chalk.

PROCEDURE:

1. Show students the pictures one at a time and elicit the names of the items. As you do each one ask what else might come in a box, a carton, etc. You may want to list them on the board.

2. After you've done all ten, review quickly for recall. Put the pictures aside.

3. Write the four lists (B above) on the board; or prepare a handout before class and pass it out.

4. Give students five minutes to match items on the four lists. Your lists should offer several options for matching. For example, with the above lists we could use carton with eggs, cigarettes, milk or ice cream. These types of lists will stimulate ample discussion.

5. Go over the lists as a class. Be sure to encourage all possible combinations.

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Completing a Paragraph and Adding on to a Story CODE: Sp/Wr

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ

LEVEL: Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: To be able to identify and to use proper vocabulary items in a coherent narrative. To learn new vocabulary items from classmates.

MATERIALS: Two marking pens; two large renditions of the following, either on two different blackboards or on two different large pieces of newsprint:

Last Friday evening, my _____ and I decided to go to a _____. We _____ first, then we _____ to the _____, one of Tucson's finest _____. There was live _____ by a _____ band, and we _____ and _____ until _____.

At one point, a _____ passed behind my _____ and _____ all over her new _____. She was very _____, of course, and the _____ apologized. She went to the _____ to clean up and the _____ tried to _____ her, saying "_____," but my _____ told him, "_____."

After that, my _____ felt _____, so we _____. On the way out the door,

PROCEDURE:

1. Post the narratives on opposite sides of the room.
2. Explain the task and fill in the first blank with all students. They choose a variety of words that fit into the blank. All reasonable alternatives are listed.
3. Divide the students into two groups and assign them to one of the copies of the written narrative. Each group fills in the blanks with the markers.
4. After several alternatives have been listed in each blank, have each team choose one for each that will help form a coherent narrative or story. They can circle their choices.
5. Have students complete the story so that it makes sense.
6. Switch teams and have the students read each other's stories and ask questions if they wish.

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Vocabulary Building by Using the Dictionary CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.:2-2 1/2 hrs.

PURPOSE: To be able to use the dictionary; to practice pronunciation; to build vocabulary and use it in context.

MATERIALS: Paper, pencil, dictionary (ESL dictionaries if available), blackboard and chalk.

PROCEDURE:

1. Teacher chooses vocabulary words and puts as many words on the board as there are students in the class.

2. He/She points to a word and assigns it to a student. It is important not to say the words. Every student gets one word.

3. Students look up their individual words in the dictionary for pronunciation, definition, and usage. Give them as much time as they need.

4. Then they pronounce their words as best they can, give a definition in their own words, and use the words in a sentence orally. The teacher makes sure that the meaning, pronunciation, and usage are understood by the rest of the class.

5. When all the students have done this, the class can practice making sentences with each other's words, first on the spoken and then on the written level. Sentences may be written on the board for correction or used as for examples.

6. An optional activity could be to have the class make up a collective story orally, using as many new words as they can, and put it on the board.

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Vocabulary Expansion and Retention Via the Use of Clustering CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Rose Lagman Richman, ESL Instructor, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.:10-20 min.

PURPOSE: To encourage maintanence of a personal, on-going vocabulary section in each student's notebook and to guide the students toward practical, coherent organization of this section.

MATERIALS: Blackboard and chalk or large newsprint or butcher paper and marker.

NOTE: This procedure can be done on a regular basis as part of each class, or the instructor might wish to do it only for the first week or two of a session to establish with students a system for organizing a personal, on-going vocabulary inventory.

PROCEDURE:

1. The first time you do this, explain that you will be using a specified section of the blackboard or paper hung on the wall for writing words that are used during that class period which are probably new to most of the students. Tell the students not to copy the words at the time they are written, but to wait until the end of the class period, at which time you will show them what to do with the words.

2. Depending on the length of the list, ten to twenty minutes before the end of class, classify the first word on the list by asking for a volunteer to pronounce the word and tell what he/she thinks the word is about. Throughout the class period, as various subjects and activities have been covered, the meanings of the words on this list have been inferred by the students or glossed by instructor or classmates or, perhaps their definitions have been part of a class activity. Whatever the class structure, dictionaries should be discouraged during any part of a class session involving listening.

3. Mark the first word with an abbreviation of the assigned classification. (For example, the word, taxi might be marked 'T' for 'transportation'.) Then ask the students what other words on the list should be classified the same, and mark them accordingly with that abbreviation.

4. Continue through the list until every word has been assigned a classification and marked.

5. Instruct the students to head a page in their notebooks or a column of a page with each classification and list the words that belong under that heading.

Below is a sample list as it might look on the board or large wall-paper after the class has brainstormed the categories, or classifications. (15-20 words should be the limit.)

T- a driver
T- a lambretta
C- a crane
C- heavy equipment
C- construction
T- a jeep

G- an expression
G- a preposition
G- a phrase
P- a periodical
P- a magazine
P- a headline

R- skim
R- scan
P- a photo
R- a caption
P- printed

Key:
T = Transportation
C = Construction
G = Grammar
P = Periodicals
R = Reading

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Letters Using Idioms CODE: Re/Wr

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ (based on an idea shared by Sandra Briggs, Burlingame, CA)

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 1 1/2-2 hrs.

PURPOSE: To practice using idioms in a natural context.

MATERIALS: Paper and pens; copies of friendly letters using idioms, with the idioms underlined (See example on next page.) blackboard and chalk (optional).

PROCEDURE:

1. Give each student a copy of a letter from a friend that contains 12-15 idioms. (See example on next page.)

2. Read over the letter orally with students.

3. Have the students, individually or in pairs, figure out the meaning of each idiom or have them ask Americans as homework. Have them write a definition or clear example for each on their papers.

4. Go over the idioms and their meanings as a group. Have students list a clear meaning and/or sentence for each on the board, if possible.

5. Each student writes a letter to reply to his/her friend's letter. Students should use at least 6 of the new idioms in their letters and underline them.

6. Students give the letters to the teacher for correction.

7. Return the letters in the next class and go over any difficulties in usage that arose. Students can correct their mistakes.

8. The procedure can be repeated with another letter written by the teacher as a composite response to the students' letters.

July 4, 1986

Dear Hung,

It seems like a long time since you saw me off to come to the United States. I think about you a lot when I get down but I never get time to write. Today's a holiday and I don't have to work so I thought I'd drop you a line.

During the week I have a tough job but I get good fringe benefits. Sometimes I don't feel like working but if I goof off I might get fired. On weekends I like to let my hair down and enjoy life.

That's about all the news for the time being. I had better sign off now and study English for a while. I'm looking forward to hearing from you. Write soon.

Your friend,
Loc

1. to see (someone) off
2. to get down
3. to drop you a line
4. tough
5. fringe benefits
6. to feel like
7. to goof off
8. to get fired
9. to let one's hair down
10. for the time being
11. had better
12. to sign off
13. to look forward to
14. to hear from

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Synonyms and Antonyms CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Margaret Cooper, ESL Instructor, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.:30-40 min.

PURPOSE: To practice and review vocabulary and practice it in context.

MATERIALS: 2 x 3 cards (index cards cut in half)

PROCEDURE:

1. Select a list of synonyms and antonyms from any prepared list. Present and practice the vocabulary in a variety of exercises such as matching columns, fill-in-the-blank, etc.

2. Make 2-4 decks of cards with synonyms on one deck, antonyms on another.

3. Divide the class into groups of 2-4 and give each group a deck of either antonyms or synonyms.

4. Shuffle cards and deal 5-7 to each player, putting the remainder in a pile.

5. One player begins by asking the player on his/her left for a synonym for one of his/her cards. If the player has it, he/she must give it to his/her opponent.

6. Every time a match is made, the player lays his/her match down in front of him/her.

7. If a player asks for a card and his opponent doesn't have it, he/she draws a card from the stack, and his/her opponent gets a turn.

8. After every card has been matched, the player with the most matches wins.

9. Switch the decks so the groups get different words.

(This game is played much like the game Fish.)

SUBJECT AREA: VOCABULARY/IDIOMS

TOPIC: Prefixes and Suffixes CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.:1-2 hrs.

PURPOSE: To be able to understand what prefixes and suffixes are and do; what meaning is attached if there is meaning; what parts of speech are created by specific suffixes; to use new vocabulary in context.

MATERIALS: Paper, pencil, blackboard and chalk.

PROCEDURE:

1. Ask students what prefixes they know (teacher can add any that the class can't think of). I use the most common prefixes so I can keep it down to a manageable number.
2. Have the students group the prefixes by meaning (un, im, in, etc.)
3. Have the class give examples of words using each prefix.
4. Students use the words in sentences, both spoken and written. Some sentences may be chosen for correction on the blackboard or for use as good examples.
5. Repeat the procedure using suffixes.
6. Have students discuss and decide how words are changed to different parts of speech by adding different suffixes (ly, ness, ity, etc.).
7. Ask students to choose some words and try to attach both prefixes and suffixes to them when they can (conceive, conceivable, inconceivable; happy, unhappy, unhappiness).

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Community Signs CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Kris Masalsky, Special Services Coordinator, Project RAISE, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning APPROX. TIME REQ.: 60 min.

PURPOSE: To identify commonly-found signs in the community and to verbalize the function of each sign.

MATERIALS: Teacher-prepared flashcards depicting commonly-found signs (see attached) or ready-made materials.

PROCEDURE:

1. Initiate discussion about signs that we encounter everyday. Encourage students to verbalize signs that they see while coming to work, going to a friend's house, etc.

2. Present one group of flashcards depicting common signs (four to five flashcards are recommended for one group).

3. For each group of signs, prepare a short paragraph (4 or 5 sentences) using all the signs in that group.

4. Read the paragraph to the students. Each time you come to a word which is the same as the sign, show the flashcard. Example: "The bus stopped at the STOP sign." When you say the word STOP, show the flashcard.

5. Read the paragraph again. Have the students participate in showing the correct flashcard when you say the word.

6. Present the flashcards to the students again. Have the students recreate the story by putting the flashcards in order and verbalizing the action in the paragraph.

BUS STOP

STOP

BE
CAREFUL

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Numbers CODE: Re/Sp/Wr/Lis

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ

LEVEL: Beginning APPROX. TIME REQ.: 90 min.

PURPOSE: To be able to recognize spoken numbers and numbers written the American way; to be able to pronounce and read numbers and to write them.

MATERIALS: Blackboard and chalk

PROCEDURE:

1. Teacher writes the number 1 on the blackboard; some students read it; all students read it.

2. A volunteer writes her/his name beside #1, family name last.

3. Continue with as many numbers as there are students in the class.

4. After each step, teacher asks questions, i.e.

   Who is # ____?
   Is Mr. Phuc #7?
   Mrs. Garcia is # ___ (students fill in the blank).

5. Ask the students to rearrange seating so they are in the same order as listing, saying what number they are as they do so; or,

   Have a volunteer student arrange people by asking who is # ___? and telling them where to stand (next to, behind, in front of, etc.); or,

   Erase names and ask students who is # ___? (not in order); a volunteer will write the other students' names in the correct order. As student writes name, ask student whose name it is what his/her phone number is or the student doing the writing asks for the phone numbers. This can also be done with birthdates, addresses, etc.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Making a Calendar CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Elise Levy, Vocational ESL Teacher, Project RAISE, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning APPROX. TIME REQ.: 60 min.

PURPOSE: To learn months, year, days of the week, numbers, holidays and yesterday, today and tomorrow

MATERIALS: Several calendars for demonstration, paper, rulers, colored pens and/or pencils.

PROCEDURE: (This activity can be done on a monthly basis, with more advanced students instructing new students.)

1. Show several calendars to class, reading days of week, numbers, etc.
2. Have students design own calendars, filling in days and dates.
3. Practice "Today is..., Tomorrow is... (day and date)".
4. Ask if students know holidays in that month and discuss.
5. Discuss calendar on a daily or weekly basis as a review.
6. Students may also want to include their own art work on the calendar, which can also be a springboard for discussion. (The use of colored pens or pencils can serve as a method for teaching names of colors.)

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Classroom Orientation CODE: Lis/Sp/Re

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 30-60 min.

PURPOSE: To develop a common basic classroom vocabulary and to ask and answer "where" questions.

MATERIALS: Posterboard, wide marker, scissors and tape.

PROCEDURE:

1. At some time before the class, make posterboard signs for the important features of the room. Signs should be at least 4" high, with letters at least 3" high in a highly visible color. Signs should include basic structural features including wall, floor, ceiling, table, chair, door and window as well as more difficult terms such as closet, drinking fountain, pencil sharpener, heating vent, thermostat, bulletin board, etc. Try to include all structural features the students will be using.

2. Introduce the vocabulary by pronunciation and oral repetition only first; then exhibit the sign and fix it in place. (Some of the more difficult locations may have to be done before class -- the ceiling, etc.)

3. Introduce the question form "Where do I _____?" Pantomime two or three different questions, such as "Where do I sit?", "Where do I come in?", or "Where do I get a drink?". Write the question on the board and tell students that this is the question you will ask them.

4. Teach a M.E.S.S. (Minimal English Survival Strand). For this lesson, "over there" accompanied by pointing, works very well. Write OVER THERE in big letters on the board and practice two or three times to make sure everyone knows how to say it.

5. This is a good time to discuss "pointing" in the U.S., when it is polite, when not, etc.

6. Begin with easy questions, such as "Where do I sit?" Pantomime your questions as well as speak them, so that your meaning is obvious.

7. If a student does not know the answer, make a grand gesture under the 'over there' response on the board. When he/she gives that response, assure the class that it is appropriate, correct and can be used outside the classroom.

8. When the student needs to use a preposition, show it on the board in picture form (on the table, in the notebook) and leave it there for other students to refer to.

9. For more advanced students, use more difficult vocabulary, faster speaking, omit the pantomime, etc.

10. Be sure to include all functional questions that a student in your class might have: "Where do I sign in?", "Where do I find the bathroom?", "Where do I find a pencil?", etc.

11. You may easily introduce other structural drills using these same basic materials: present continuous (Where am I pointing?), other prepositions (What is in front of me?) and so forth.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Gathering information from ads and comparing prices

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Beverly Brandenberger, Teacher's Aide, Glendale Adult Education Center, Glendale, AZ

LEVEL: All Levels

APPROX. TIME REQ.: 60 min.

PURPOSE: To practice basic language skills while gathering information about food/non-food items and comparing prices.

MATERIALS: Have students bring in current food and non-food ads.

PROCEDURE:

1. Explain and discuss the purpose of ads; discuss "lead items"; why stores advertise; what to be careful of in reading ads, etc.

2. Point to some of the food items being advertised. Ask students to name some food or non-food items that they need and use regularly in their households. As they name them, have students write them down. Try to find common products.

3. Split the students into 3 or 4 groups. Give each group a different ad. Using the list they made in #2, have them write the item and cost. Give them 10-20 minutes. Go around, check work.

4. Have one person from each group tell what their shopping list totaled. Discuss differences in prices.

5. Depending on the level of the group, you could have students tell what new phrases they learned from the ad. For example: 1. Limit rights reserved, 2. no dealers, 3. using coupons, 4. expiration date, 5. how long the ad runs, 6. the locations of the store, 7. hours open, 8. rebate coupons, 9. discount, 10. closeout, 11. clearance.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: 911 Emergency! CODE: Lis/Sp

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: To equip students with the skills they need to get help in an emergency.

MATERIALS: None essential. Optional: 911 brochure furnished by local police departments, pictures depicting various emergencies, two telephones, preferably dial and touch-tone.

PROCEDURE:

1. Define the term emergency for the class through pictures, pantomime, discussion. List kinds of emergencies on the board with cue drawings: fire, gun, red cross symbol, etc.

2. Practice single word descriptions of these emergencies with the class. In times of stress they may remember less, not more, English. FIRE, GUN, DOCTOR, DRUGS, FIGHT, ROBBER, etc.

3. Discuss the 911 number with students. Make sure they know it is for emergencies only. Let those who speak Spanish know that there is often someone who speaks both languages answering the phone, but practice English just in case. Let people living outside the city limits know that the 911 number will still get them help even if the city rescue team cannot respond (if this is indeed how it works in your city).

4. Demonstrate a conversation between a 911 caller and the 911 answering service. (It helps if you have called the police/fire department previously to find out exactly what questions the dispatcher will ask.) In Casa Grande, the questions are these:

   Do you have an emergency?
   Where are you? Are you in the city?
   What type of emergency is it?
   What is your name?

   The dispatcher may ask further questions based on the situation, but these are sufficient to send emergency help.

5. Write the dispatcher's questions on the board. Practice these with various answers.

6. Role play emergency calls. You may have students draw single word cues from a hat, ask one student to pantomime an emergency for another to report, verbally describe a situation without the cue word to see if the student can understand and categorize it, and so forth.

7. If you have telephones available to use, a student who completes an emergency demonstration call can then pass the phone to another student who becomes the next demonstrator.

8. Ask the students if they have ever seen emergencies, and how they would have reported them. You may hear interesting stories, as well as provide other useful vocabulary. Ask students if there are any other situations of this nature they need words for. We have elicited topics such as child abuse, wild parties, littering and drug deals on the corner by this method.

9. This topic can become very serious. If you need to lighten the mood of the class and provide transition to the next topic, you can create a personal emergency such as having lost your lesson plan or your glasses or urgently requiring a glass of water or cup of coffee. Be sure the class knows you would not dial 911 for this emergency.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Plan a Cross-Town Bus Trip CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Elise Levy, Vocational ESL Teacher, Project RAISE, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: To acquaint students with bus schedules, city streets, and terminology involved in locating and visiting various public sites. (Possible suggestions-libraries, museums, stores, cultural events, medical facilities).

MATERIALS: Bus schedules, city maps, newcomers' guide books, listings and calendars of cultural and civic events, telephone books.

PROCEDURE:

1. Split up into groups of two or three students and have each group plan a trip to a specific site in the city.
2. Students will map out bus routes, times and other details (e.g. correct change for the bus.)
3. Have students role play an aspect of the trip (e.g. asking directions, obtaining a library card, etc.)
4. Role play calling "information" for phone numbers of various locations, as well as calling the sites from a pay telephone to get directions, in case they should get lost.
5. If possible, students can get together outside of class and carry out their plan, later reporting back to the class (or during regular class hours as "field trips".)

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Expressing Emotion CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Kris Masalsky, Special Services Coordinator, Project RAISE, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: To identify the following five emotions: happy, sad, angry, surprised, afraid; and to express these five emotions by using appropriate facial and body gestures.

MATERIALS: Pictures of people expressing these emotions.

PROCEDURE:

1. Initiate discussion about emotions and feelings. Have students identify times when they have felt happy, sad, angry, afraid, surprised, and what made them feel that way.

2. Display pictures of people showing these five emotions. If possible, take pictures of students showing these emotions before the lesson. Develop the film and use the student pictures.

3. Ask students what emotion is displayed in each picture. Elicit possible reasons for each emotion.

4. Have students "try-on" these emotions by acting out short scenes or role-plays which depict these feelings.

5. Ask students to remember the last time they felt happy, sad, angry, surprised, or afraid. Have students write a short paragraph describing that time.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Asking for Directions and Clarification CODE: Lis/Sp

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 30 min.

PURPOSE: Practice in asking for assistance and for repetition of response when necessary.

MATERIALS: None needed.

PROCEDURE:

1. Through listening and repetition, teach students the following short conversation:

   Excuse me, can you please tell me where the bathroom is?

   Sure, it's through the door, down the hall and to the left. (Use whatever directions are accurate for your class.)

   I'm sorry, I didn't understand you. Can you speak more slowly?

   Sure, it's through the door, down the hall and to the left.

   Thank you.

2. Take the part of one student, and have another student or the class as a whole give the response.

3. Have students ask directions of each other.

4. Include a discussion of where and whom to ask for directions to a bathroom, what bathrooms are not available for public use, other names for bathrooms in the U.S. (include slang - john, etc.) and usage differences between 'bathroom' and 'restroom'.

5. Have students ask directions of each other to other places in the room or immediate vicinity. Ask the student requesting the directions to stand and follow them, thus providing immediate visual feedback whether the instructions were correct. If the directions need to be amended, the speaker can then see the need and provide 'in-flight' correction.

6. This conversation can be adapted to many other situations, including how to find things in grocery or department stores, asking directions in town, and so forth.

** This idea and basic conversation were originally provided to me several years ago by Ellen Fuller of the Scottsdale Adult Learning Center. They have proved so valuable and popular that I have included them ever since.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Student Generated Conversation about a Survival Topic CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Karen Smith, Lead Instructor, Refugee Education Project, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 60 min.

PURPOSE: To practice conversations focused around a survival area

MATERIALS: Butcher paper, or large sheets of paper, marking pens. (This can be done on the blackboard.)

PROCEDURE:

1. Present a coping skill and discuss it briefly ("Getting a Haircut": Where do you go? Who cuts your hair? Do men go to the same place? Vocabulary: trim, cut, layer, etc.)

2. The students generate different ways of beginning a conversation about this topic (list in column 1):

Column 1	Column 2	Column 3	Column 4

- I'd like a trim.
- Cut a little off the top and side, but leave the back long.
- Would you cut it about an inch all over?
- Please layer it.

3. The students generate several possible responses. List these in column 2.

4. Add on the next response in column 3.

5. Finish the conversation with several possible replies in column 4.

6. The students take turns beginning the conversations from column 1. The second student in the conversation must listen carefully and reply appropriately from column 2. They continue the conversation with columns 3 and 4.

7. As they become comfortable with the dialog, take down (or erase) the last exchange in the dialog. The students continue the conversation, this time without the help of the paper for the last line.

8. Continue to eliminate more and more of the conversation until the students are saying it without the help of the paper at all.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Maps and Asking/Following Directions CODE: Lis/Sp/Re

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: To learn to use maps, ask and give directions, develop a conceptual map of the city or town of residence and practice pronunciation of major street names.

MATERIALS: Street maps of the city, if available; if not, teacher and/or class-prepared maps are fine.

PROCEDURE:

1. Begin with a map of the classroom which you have prepared and copied. Make it fairly accurate. Number 10 or 15 major features of the room. Give a map to each student. Show the class how to orient their maps and see if they can correctly label the numbered features. (If this is a beginning class you might have posterboard signs around the room with classroom vocabulary -- see Classroom Orientation lesson plan.)

2. After reviewing the labels together and correcting any mistakes, see if the students can locate themselves on their maps. Have them write their names or make an "X" on the spot.

3. Ask them to locate one other student on their maps.

4. Now ask the students to make a map of the next larger unit (the wing of the building, the learning center, etc.) Put on the board the features you'd like them to include: doors, windows, tables, whatever. As they make their maps, also create one of your own on the board. It's fun to include a couple of mistakes on the teacher map so that the students can correct you. This activity will involve considerable walking around and discussion.

5. After the student maps have been drawn and the teacher map corrected, review some basic directions with the class: go straight, turn right, turn left, to the door, through the door, down the hall, etc.

6. Give a series of directions starting from some specified point -- see if the students can tell the destination. Example: "Start at the blackboard. Walk to the door. Turn left. Walk down the hall. Go through the first door on the right. Where are you?"

You can do this activity using maps, or have students walk the route for variety

7. Ask a student to give directions for the class to follow.

8. At this or a subsequent class session, go on to a city map. If you have a real map, have the students highlight, with see-thru markers or pencils, the major city streets. Make sure everyone knows how to pronounce and read these. If you don't have a real map, make your own and copy it. Try for approximate scale.

9. Locate some city buildings on those major streets that are familiar to the students on the map -- elementary schools, police station, adult learning center, major grocery stores, health department, hospital, Head Start, etc.

10. Give directions with the same format you used with the earlier maps. Ex: "Start at the corner of _____ or Start at the high school. Go to the corner of _____ and _____. Turn right. Go three blocks. Where are you?" You may need to add new vocabulary -- blocks, corner, etc.

11. Teach a cue sentence to ask for directions: "Excuse me, can you please tell me how to get to the _____?" Ask the class, ask various students, have students ask each other.

12. If your city maps have number/letter grids, teach students how to use these. Find the street the learning center is located on using the grid. Help the students to locate the streets on which they live using the grid. This is a good time to discuss how many streets in U.S. cities are named after presidents or trees. Give a few examples, and see if they can find some.

13. This unit is infinitely expandable. You can use road atlases, teach directions and legend meanings, take trips through Mexico, motor through Europe, or make map trips just around the block from where the learning center is located. All students seem to find it relevant and useful.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Yard Sale CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Phil Budinger, ESL Teacher, Tucson, AZ and New York City

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 2 classes 1-1 1/2 hrs. each

PURPOSE: To practice using the necessary vocabulary for buying and selling items, to practice using American currency.

MATERIALS: First, introductory pictures, classified ads, and cartoons about yard sales. Then, materials for the actual yard sales you will have in class. Students can bring in things from home, cut pictures from magazines, or go to an actual yard sale. Using a combination of these methods, you will be able to cheaply accumulate enough junk to lend authenticity to your in-class yard sale. It will be impractical to use real money, but it will be useful to get some play money to distribute to the students. For a dollar or less contribution by each student, you can get real change to use, which greatly enhances the "reality" of the activity.

PROCEDURE:

1. Show the class some pictures depicting yard sales. These can be clipped from magazines, or actually taken by the teacher during a drive around town some weekend. (Depending on the season and the part of the country, garage sales, sidewalk sales, flea markets or swap meets can be substituted for yard sales. The important thing is to have an atmosphere where many different kinds of objects are bartered for.)

2. Using these pictures, invite these students to spend about five minutes individually writing down prices for the items in the pictures.

3. Have students get into groups and compare their prices. Instruct them to come to an agreement on a price for each item.

4. Make a table on the board comparing the prices each group has decided on. Talk about the reasons why a price would be high or low: condition, whether the item is new or used; does the item work?; if used, how much does it cost new?; does it stand alone, or should it be part of a set?, etc. <u>Do not force these questions</u>! <u>They will come up naturally, as the students need to use them</u>.

5. Split the lesson between classes. Tell the students that there will be some real yard sales at the next class meeting, and invite them to bring things in, as discussed above under "materials."

6. For the actual in-class yard sale: a) Get the students into groups of three to five. b) Groups will spend twenty to thirty minutes making signs and price tags, and inventing sales pitches for the items in their yard sale. c) Each group will take its turn having a yard sale and functioning as customers at other groups' sales. In a large class it will be advantageous to have two or three sales going at the same time, in different parts of the room. The duration of the sales can vary depending on number of students, length of the class, etc.

OPTIONAL: Have a show and tell, with students presenting their favorite purchase,and telling of its history, where they bought it, price, etc. Or students can write short letters to friends, telling what they bought. Another possibility is to arrange a trip to some real yard sales.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Reading the Want Ads CODE: Re/Sp/Lis

CONTRIBUTOR: Linda Hellman, Teaching Supervisor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 2 hrs.

PURPOSE: To have students be able to read, use, and understand the want ads.

MATERIALS: Copies of the Sunday classified want ads.

PROCEDURE:

1. Hand out copies of the employment section of the classified ads.
2. Review pertinent vocabulary and abbreviations (i.e. FT, PT, exp., etc.).
3. Discuss the way the different jobs are classified (i.e. technical, professional, clerical, etc.).
4. Ask students to choose an area that interests them and find a job in that particular area that they might apply for.
5. Then they are to tell the class about the job they have chosen and why. Also, talk about the important facts that were given in the ad.
6. A follow-up activity could be to have them work in pairs and role play a job interview situation for the job they are interested in.
7. Another follow-up activity could be to have them fill out job applications, making sure they understand all the necessary vocabulary.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Following Written and Oral Directions to a Place CODE: Re/Sp

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: To be able to find a person or place by any means

MATERIALS: "Gifts" - prepare as many as there are students (a pencil, bag of jelly beans, box of matches), notes to helpers which read:

Can you please arrange to be near your desk (in your office, in your room, etc.) between 2 and 2:30 this afternoon? One of my students will come looking for you and will ask you to do some small task. After you do what is asked, please hand this small gift to the student.
Thanks,

Also, task cards for students, either given individually, in pairs or in small groups, e.g.

Go find Barbara Hanley. She works in the front office. Please ask her to sign her name on the back of this paper. Do not show this note to her.

PROCEDURE:

1. Pass out task cards to individuals or pairs of students and make sure they understand what they are to do (or tell each student orally what to do). As each student receives a task card, they may leave. Give them a time limit. (If you can't find the person, come back anyway. Come back not later than ___. (10-20 minutes, depending on difficulty and distance).

2. As students return, ask them questions about their task. (I sit down next to the student, but the teacher can do this from the front of the classroom).

   Whom did you look for?
   Where was she?
   Did you know where that is?
   How did you find her?
   What did you say to her?
   What did she say?
   Did she understand you?
   Did she give you something?
   Were you surprised?

3. As more and more students reappear, they can ask questions too, or the teacher can ask comparative questions such as, "Did you have trouble finding the right office too?"

NOTE: The objective is for students to be able to locate a place by following directions and asking questions at their own level of English ability. Therefore, in this activity, it is not necessary that students use prescribed vocabulary or structures.

4. (Optional) Have students write down what they did, where they went, the response, etc.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Asking for and Giving Directions using a Map CODE: Re/Sp

CONTRIBUTOR: Elaine Dow, ESL Teacher, Tucson, AZ

LEVEL: Intermediate APPROX. TIME REQ.: 60 min.
But can be adapted for any level

PURPOSE: To be able to ask for directions and to give directions using a detailed map; to be able to ask for verification and clarification

MATERIALS: A large photograph (preferably in color) of a college or university campus; map of college or university with streets and buildings clearly marked, one set with legend identifying buildings, one set with no legend; large drawings of college map; task cards (see samples)

PROCEDURE:

1. Show picture of college and ask students what it is. Pass it around. Students can talk about it among themselves if they wish or ask questions.

2. Have students ask questions about the picture.

   a. Give other students opportunity to provide answers; if no one knows,

   b. Teacher answers

3. Write unusual, related vocabulary items on the blackboard, e.g.
   dormitory
   hall
   cafeteria
   gym(nasium)
   fine arts
   physical education
   performing arts

4. Ask students if there are any of these words they don't know or understand, and have other students, if possible, give short explanation of each.

5. Pass out maps with legends to all students and have them study the maps briefly and ask further questions abut items they don't understand.

6. Post large, unmarked map on wall or blackboard. With students using their maps, ask for directions to a building. As students give the answer, find it on the big map.

7. Collect maps and pass out the ones with no legend. Have students ask directions to a building. With one student using large map, have all find the correct place as directed by teacher and ask for verification. Collect maps from half the students.

8. Seat students with maps on chairs in a single line facing other students. Pass out maps with legends to the empty handed students and task cards to the students whose maps have no legends.

9. Explain task to all students: Students with task cards will read them to themselves and ask for directions to a certain building on campus. The student across will tell the classmate how to get there. (Teacher may need to demonstrate both roles.)

10. Explain rules:

    a. Students with legends (A) cannot show their maps to the other students (B).

    b. Students cannot touch the maps of the other students.

    c. Ask all students if they agree to abide by the rules, then proceed.

11. After all pairs have finished and verified with their partner the right location, all A students move one place to the right and all B students pass their task cards one place to the right. The right end students move to the other side.

12. The activity continues until any one student either gets a repeat task card or a repeated request for directions.

13. If there is an uneven number of students, the teacher can take one position.

14. This lesson plan can be done with maps of other facilities, cities, etc.

SAMPLES OF TASK CARDS

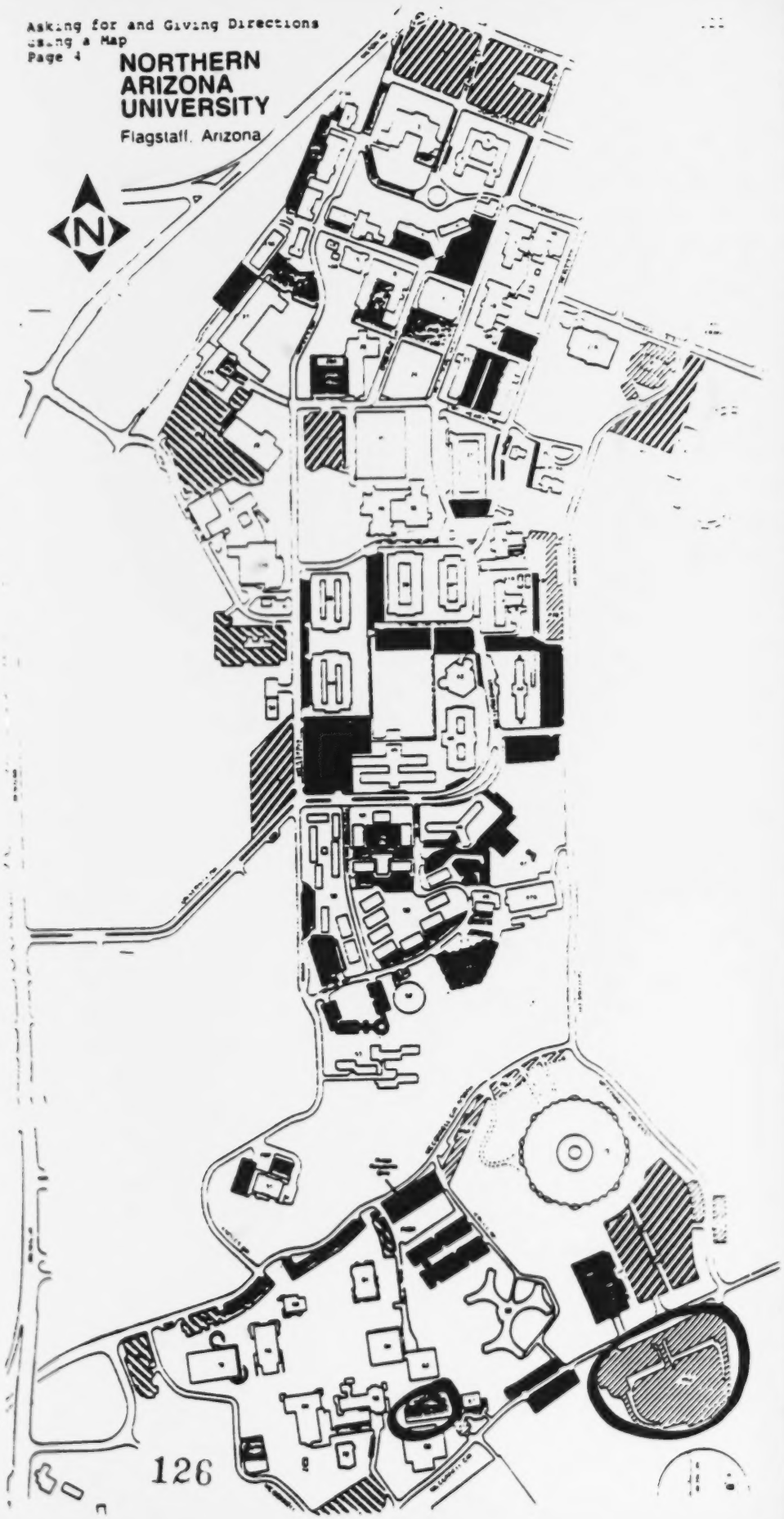
You want to meet your friend for lunch at the university dining hall but you don't know where that is. Ask your classmate for directions.

The first day of classes you have a class in the chemistry building. Where is it? Ask your classmate politely.

You must buy books for your classes at the bookstore, but you don't know where the bookstore is. Stop someone on the street and ask for directions.

You're a stranger in town and want to surprise your friend who lives in Sechrist Hall. Why don't you ask directions from the person across from you?

You just wrote a letter to your parents to tell them about your first day of school. You must go to the post office to buy stamps and mail the letter. Maybe your classmate can give you directions to the post office.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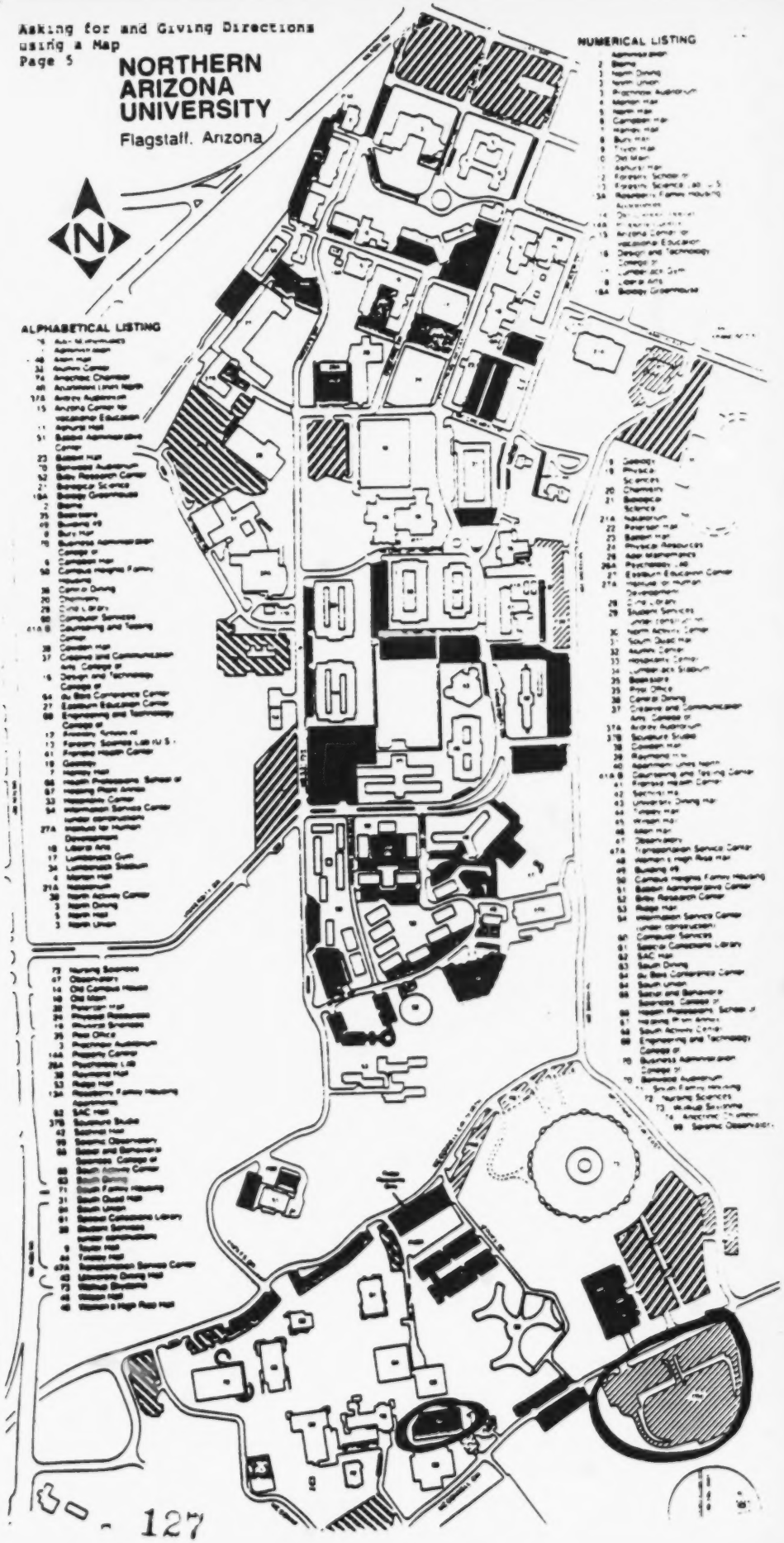

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Staying within a budget and choosing groceries from newspapers ads CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Karen Aborne, Bilingual Teacher, Avondale Elementary School District, Former ESL Facilitator, Rio Salado Community College, Phoenix, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 45-60 min.

PURPOSE: To select food from newspaper ads for serving breakfast to 4 people, according to the limitations of a specific shopping list and budget

MATERIALS: Wednesday newspaper food ads, shopping list for breakfast food to serve 4 people for $10.00, construction paper, glue, scissors, play money (optional, but it does generate more oral language)

PROCEDURE:

1. Remind students of 4 food groups.
2. Ask what they usually eat for breakfast. Discuss type of breakfast usually eaten in U.S.
3. Distribute shopping list, explaining that they are going shopping for the food on the list. They must buy enough for 4 people.
4. Explain that they will not have to go far to shop, as the Wednesday newspaper includes the food ads.
5. Split the class into groups of 2 or more. Distribute the newspaper and play money.
6. Explain that students are to cut out the picture or name of each food (and its price), and glue it to the construction paper. Distribute the construction paper, glue and scissors.
7. Allow 15-20 minutes to complete this activity.
8. Have each group share its project. Allow for discussion. Ask leading questions to encourage participation.
9. Post projects on bulletin board.

SAMPLE SHOPPING LIST
****

FRUIT JUICE

EGGS

MARGARINE OR BUTTER

BREAD

JELLY (JAM) (PRESERVES) (HONEY)

BACON

MILK

NOTE: All 4 food groups are represented.

SUBJECT AREA: COPING/SURVIVAL SKILLS

TOPIC: Conflict Cards CODE: Lis/Sp

CONTRIBUTOR: Sarah Smetana, Instructor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 40-60 min.

PURPOSE: To practice sociolinguistic strategies and vocabulary appropriate to resolving conflicts.

MATERIALS: Set of prepared 3" x 5" cards, card "A" and card "B" for each conflict. (See attached examples)

PROCEDURE:

1. Prepare cards. For each pair, create a situation in which person "A" must initiate an argument with "B", who feels justified in whatever he/she's doing.

2. To begin activity, discuss the language used to make request (e.g. "Excuse me, would you mind...."), refusals ("I'm afraid not" or "I don't think so"), and apologies. If the class is sufficiently advanced, bring up matters of register (How would you argue with a teacher vs. your spouse?).

3. If possible, initiate a small "demonstration argument" with a student, to be sure that everyone understands what arguing is.

4. Have each student pick a card and read it. Make sure everyone understands his/her card before locating his or her partner.

5. Students work together to prepare conversations to resolve the problems presented on the cards. Encourage students to "stick up for themselves" as far as is reasonable. Require that they reach some resolution, however.

6. Pairs present skits for the class. After each skit, discuss the solution that was reached, and encourage students to offer alternative ones. Highlight the language that was used well.

1-A

LOCATION: At the movie theater

You are watching a very interesting movie. A man sits in front of you, and he is wearing a big hat - you can't see the movie.

2-A

LOCATION: In the doctor's office

You have a very bad cold. You are waiting to see the doctor, and it's hard for you to breathe. A man comes in and sits next to you. He starts smoking.

1-B

LOCATION: At the movie theater

You have come to see a very interesting movie. You are wearing your new hat. You paid a lot for this hat and you're proud of it.

2-B

LOCATION: In the doctor's office

You are waiting for your wife, who is seeing the doctor. You are very bored. You are also nervous. You decide to have a cigarette.

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SUBJECT AREA: GAMES

TOPIC: "This is a _____!" **CODE:** Lis/Sp/Re

CONTRIBUTOR: Sarah Smetana, Instructor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ.

LEVEL: Beginning **APPROX. TIME REQ.:** 20 min.

PURPOSE: To learn simple new vocabulary using realia in a game format

MATERIALS: Realia (small, portable, everyday items - pens, pencils, books, silverware, fruit, etc.)

PROCEDURE:

1. Arrange desks in a circle or semi-circle.
2. Write the following pattern on the board:

   A: This is a _____.
   B: A what?
   A: A _____.
   B: A WHAT?
   A: A _____!!
   B: Oh, a _____!

3. Hold up the first item (e.g. a pen) and chant the pattern with the class. Then, the teacher says only "A" and students respond with "B".
4. When the class has the "beat" (this chant should take eight even counts), begin changing objects and speeding up the pace.
5. Begin the "passing" phase of the game. As teacher chants to the first student, he/she hands the object to that student. The student must then continue the chant with the second student, at the same time responding to the next item the teacher is handing him/her. In other words, the student must act as "A" with the first item and "B" with the second item.
6. Game is finished when last item has gone all the way around the room and comes back to the teacher. At this point, drill any "difficult" items, and WRITE the names of all items on the board.

SUBJECT AREA: GAMES

TOPIC: 20 Questions CODE: Lis/Sp

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Beginning APPROX. TIME REQ.: 30 min.

PURPOSE: To practice using yes/no questions with forms of be.

MATERIALS: Names of famous people (living or dead) on slips of paper.

PROCEDURE:

1. Prior to class, the teacher writes the names of famous people on slips of paper and folds each several times.
2. In class, review yes/no questions such as "Is it a man?" "Yes, it is." "Is he an American?" "No, he isn't." "Is he a scientist?" Supply any new vocabulary they may need such as occupations (like politician).
3. A student chooses a slip of paper and reads it silently. (The teacher may go first to demonstrate.)
4. The other students ask questions and the student may only answer using yes/no short answers. The teacher keeps track of the number of "no" responses on the board. If the number exceeds 20 before the students can guess who the person is, the class loses that round.
5. Students may try to guess the person's name at any time. Whoever guesses correctly gets to choose the next name.
6. For fun, throw in one name that is not a person, such as E.T.
7. If some of the students are not familiar with a famous person, those who are can help explain who that person is and why he/she is famous.

SUBJECT AREA: GAMES

TOPIC: Hangman CODE: Re/Wr

CONTRIBUTOR: Kathleen T. Clabby, ESL Instructor, Peart Adult Center, Pinal County Adult Education, Casa Grande, AZ

LEVEL: All Levels APPROX. TIME REQ.: 15-20 min.

PURPOSE: To familiarize students with the alphabet, immediately involve new students in an easy and fun speaking activity, reinforce recent vocabulary and point out spelling patterns in English

MATERIALS: Blackboard and chalk, copy of alphabet

PROCEDURE:

1. Supply students with a copy of the English alphabet (in manuscript) with space next to each letter for individual writing practice if the student wishes to use it.

2. If there are new students, have the class repeat the pronunciation of the letters one time. Most new students already know this, but it takes only a minute and boosts confidence.

3. Draw a hangman's diagram on the board (see illustration) and the number of blanks required by the mystery word.

4. Elicit a guess of one letter from each student beginning with students who are familiar with the game or whose command of English is sufficient to understand the procedure. Failing this, pantomime and guess the first letter yourself as an example.

5. For this game it seems appropriate to call on students in an obvious order -- around the circle, row by row, etc.-- as students then can predict when their turns will occur and have a letter prepared. Calling on each student by name (unless the student seems uncomfortable with this as in some Native American cultures, etc.) will help the rest of the class learn names.

6. Continue around the class until the mystery word is completed. Students may guess only one letter. If a letter appears in the mystery word more than once, fill in all appropriate blanks the first time the letter is guessed.

7. If a student guesses a letter not in the mystery word, write it to the side of the hangman's diagram and add one feature to the drawing. One can often comment positively on the letter chosen, for example "It was a good idea to guess a vowel, but 'u' isn't in this word," or "yes, 'd' often follows 'e' in English," etc.

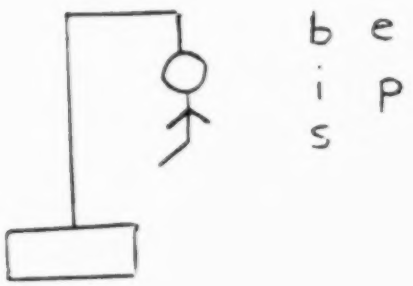
8. If a student guesses a letter that has already been guessed, merely point to it where it is written and ask him or her to guess again.

9. Any student who thinks he or she knows the mystery word may make a guess at any time. If the guess is correct, go on the the next mystery word (three seems a good number). If the guess is incorrect, it is a good chance to discuss meaning/pronunciation of the guessed word and to write it on the board beneath the mystery word blanks to see how closely its spelling pattern fits.

10. At any time you may throw in bits of information about the English language system of spelling, common letters, dipthongs, endings, etc.

11. When the game is finished, make a score column on the board. The class generally "wins" this game, and everyone enjoys seeing "Teacher: 0, Class: 3" or some such score on the board.

12. The most success comes with using vocabulary practiced the previous class session, although it is fun to vary this with items such as the name of the teacher, the name of the class, the name of the month or day, "Merry Christmas", etc.



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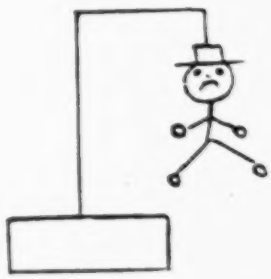

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If the man is hanged before the word is guessed, the teacher wins.

SUBJECT AREA: GAMES

TOPIC: Matching pairs of words or pictures CODE: Lis/Re

CONTRIBUTOR: Mary Peterson, Glendale Adult Education Center, Sunnyslope Elementary, Phoenix, AZ.

LEVEL: All Levels APPROX. TIME REQ.: 15-20 min.

PURPOSE: To correctly match pairs of opposites or picture and word cards to review vocabulary words.

MATERIALS: Index cards, each with one word of a pair written on it.

PROCEDURE:

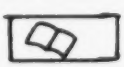
1. Make several sets of matched pairs by placing one word of a pair on each of the index cards.

   [boy] [girl] [night] [day] or [book] [lamp]

2. For opposites: Place all the cards on the table in a random order. The students gather around the table. The teacher calls out a word and the students find the opposite match.
   TEACHER: boy STUDENT FINDS: girl

3. The students keep the matched card and the student with the most cards at the end of the game wins.

4. For picture/word: Place all the cards on the table in a random order. The students gather around the table. The teacher holds up a picture card and the students match it with the word card or vice-versa.

   TEACHER:  STUDENT FINDS: [book]

   TEACHER: [book] STUDENT FINDS:

5. The students keep all correctly matched cards and the student with the most cards wins.

6. VARIATION: Place all cards (all opposites or all pictures/words in a grid pattern face down on a table). One student turns over any 2 cards. If they match, the cards stay face up and the student or team gets a point. If the cards don't match, the cards are placed face down again and the next student gets a turn (as in Concentration). Continue until all cards are face up. The student or team with the most points wins.

SUBJECT AREA: GAMES

TOPIC: Interesting words for open-ended activities CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Beverly Brandenberger, Teacher Aide, Glendale Adult Education Center, Glendale, AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: To practice any of the skills listed under Procedure #4

MATERIALS: Chalkboard, chalk, paper, pencils

PROCEDURE:

1. Stand beside chalkboard and say, "When I say "go" tell me the first word that comes into your mind. Your word should be something important to you - a concern, a worry, or something you like very much. Ready? Go!"
2. Write the words that are shouted out on the board as fast as you can.
3. Keep going until the whole board is full or until you have 40-50 words.
4. Do 1 activity at a time, either as a group or individually:
   A. Categorize the words (food, furniture, parts of speech, etc.)
   B. Choose 10 words and make up a story using all 10 words.
   C. Find words with digraphs - oi - ou - au, etc.
   D. Find words with digraphs th- ch - sh - ph - etc.
   E. Short vowels
   F. Long vowels
   G. Multisyllables
5. Ask students to read what they wrote.
6. Have students listen and discuss what they may add, omit, etc. (You can use these activities to check on which students may need additional help.) Winner is the one who had the most correct in each activity.

SUBJECT AREA: GAMES

TOPIC: Nouns/Action Verbs CODE: Lis/Sp

CONTRIBUTOR: Marcia Hobson-Alderman, Tempe Union High School District, Tempe, AZ

LEVEL: All Levels. The level depends on the difficulty of the materials chosen for use. APPROX. TIME REQ.: 20 MIN.

PURPOSE: To practice pronunciation, spelling, word usage, and knowledge of definitions of a selected group of words.

MATERIALS: Variety of pictures. Pictures can come from any source: photographs, magazines, etc. The pictures should be matched to the level of the group. It is important that the picture show only one item.

PROCEDURE:

1. Put the students into groups. Try to think like a handicapper so that the groups will be evenly matched.

2. Give each group a selection of pictures, and have them select a picture to challenge the other team.

3. When challenged, the other team looks at the picture and should come up with certain answers, depending on the level of the class. I use the following system.

   2 points for identification
   2 points for spelling
   1 point for pronunciation
   3 points for using the word correctly in a sentence.

I let the other team be the judge. That way every student pays attention even when it is not his/her team's turn.

SUBJECT AREA: GAMES

TOPIC: Reviewing Vocabulary or Grammar Through a Tic-Tac-Toe Game

CODE: Lis/Sp/Re

CONTRIBUTOR: Karen Smith, Lead Instructor, Refugee Education Project, Pima County Adult Education, Tucson, AZ

LEVEL: All Levels

APPROX. TIME REQ.: 30 min.

PURPOSE: To review and practice new vocabulary items or particular grammar points.

MATERIALS: Blackboard and chalk.

PROCEDURE:

1. Draw a tic-tac-toe grid on the board and go over the game, making sure all students understand the game and strategies involved.
2. Put words or phrases that you want to review in each square (see example below).
3. Split the class into two teams. Decide which team will go first.
4. Team 1 chooses one item and says a correct sentence using that item. If the sentence is correct, mark an X or an O in the box.
5. Continue back and forth. If the sentence is not correct, do not put an X or an O in the box and move to the other team.
6. The play continues until one team wins, or there is a "cat game" (a tie).

NOTE: This game works well with verb tenses, prepositions, phrases, frequency adverbs, etc. I use it to review and practice almost anything.

Team 1-X

Team 2-O

on	over	under
behind	in front of	between
on top of	in	beside

SUBJECT AREA: GAMES

TOPIC: Word Bingo CODE: Lis/Re

CONTRIBUTOR: Mary Peterson, Glendale Adult Education Center, Sunnyslope Elementary, Phoenix, AZ

LEVEL: All Levels APPROX. TIME REQ.: 15 min. per round

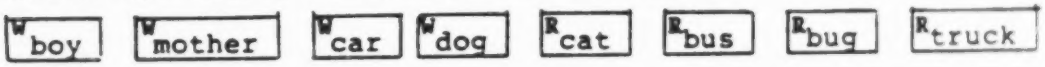
PURPOSE: To help make learning vocabulary words and their spelling easier and more fun. To review old vocabulary.

MATERIALS: W O R D S playing cards, calling cards, markers and small inexpensive prizes (optional)

PROCEDURE:

1. Make a list of approximately 80 vocabulary words. Words from the textbook the student is using, lists of food items, objects in the classroom or home are good.

2. Divide list into 5 equal parts (16 in each set if you use 80 words). Designate each set with one of the following letters; W O R D S. Write each word on a small piece of paper (or index cards cut into thirds) making sure to write the letter of the set on the card.



3. Make a grid of 5 x 5 one inch squares (as in bingo). Over each column place one of the following letters; W O R D S (or use the grid on following page). Mark the middle square with the word FREE.

4. Write vocabulary words in the appropriate columns. (W-words in the W column, O-words in the O column and so forth). Be sure to mix the order of the words within the column and on each card.

5. Play the game just like BINGO only using words instead of numbers. Prizes (pens, pencils, erasers or candy) can be given to the winners.

6. VARIATION: Words are put on the grid but instead of calling out the words, a picture is used and the students must match the picture to the words on the WORDS card.

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W	O	R	D	S
		FREE		
	142			

Word Bingo
Page 2

W	O	R	D	S
		FREE		
			143	

SUBJECT AREA: GAMES

TOPIC: Where's the bottle? (Treasure Hunt) CODE: Lis/Sp

CONTRIBUTOR: Karen Aborne, Bilingual Teacher, Avondale Elementary School District, Former ESL Facilitator, Rio Salado Community College, Phoenix, AZ.

LEVEL: Intermediate APPROX. TIME REQ.: 30 min.

PURPOSE: To demonstrate, within a non-threatening format, comprehension of vocabulary related to color and location

MATERIALS: Small object such as a bottle of typewriter correction fluid

PROCEDURE:

1. Review (by demonstration) prepositions such as "in... on... behind... under... beside... between". Also review colors.

2. Explain game rules before sending participants outside of room.

3. One person will remain in the classroom to hide the bottle. It cannot be hidden in a purse or in clothing.

4. The other participants will return when permitted. They must ask the following:

   "Where's the bottle?"
   "Is it <u>in</u> something?"
   "Is it <u>on</u> something?"
   "Is it <u>under</u> something?"
   Etc.

5. After determining the general location, they will then ask about color:

   "Is is (in) something <u>blue</u>?"
   "Is it (in) something <u>red</u>?"
   Etc.

6. The winner may hide the next treasure.

SUBJECT AREA: GAMES

TOPIC: Word Search Puzzle CODE: RE

CONTRIBUTOR: Mary Peterson, Glendale Adult Education Center, Sunnyslope Elementary, Phoenix, AZ

LEVEL: All Levels APPROX. TIME REQ.: 40 min.

PURPOSE: To practice spelling of new vocabulary words

MATERIALS: Grid, list of approximately 20-30 vocabulary words, 1 red pen and 1 black pen (for teachers only)

PROCEDURE:

A. LESSON PREPARATION

1. Make a grid with approximately 18 x 21 quarter inch squares (or use the grid on the following page).

2. Make a list of 20-30 vocabulary words on a separate piece of paper.

3. Write first word on the grid paper under the grid. Then place each letter of the word in a square on the grid making sure the entire word fits into consecutive squares. The words can go in any direction; up, down, forward, backward, or diagonally as long as they are in a consecutive line. Use the red pen.

4. Continue in same manner with the rest of the list.

5. When all the words are in the grid, use the black pen to put in words from the list that are incorrectly spelled.

6. Fill in remaining squares with a random selection of letters.

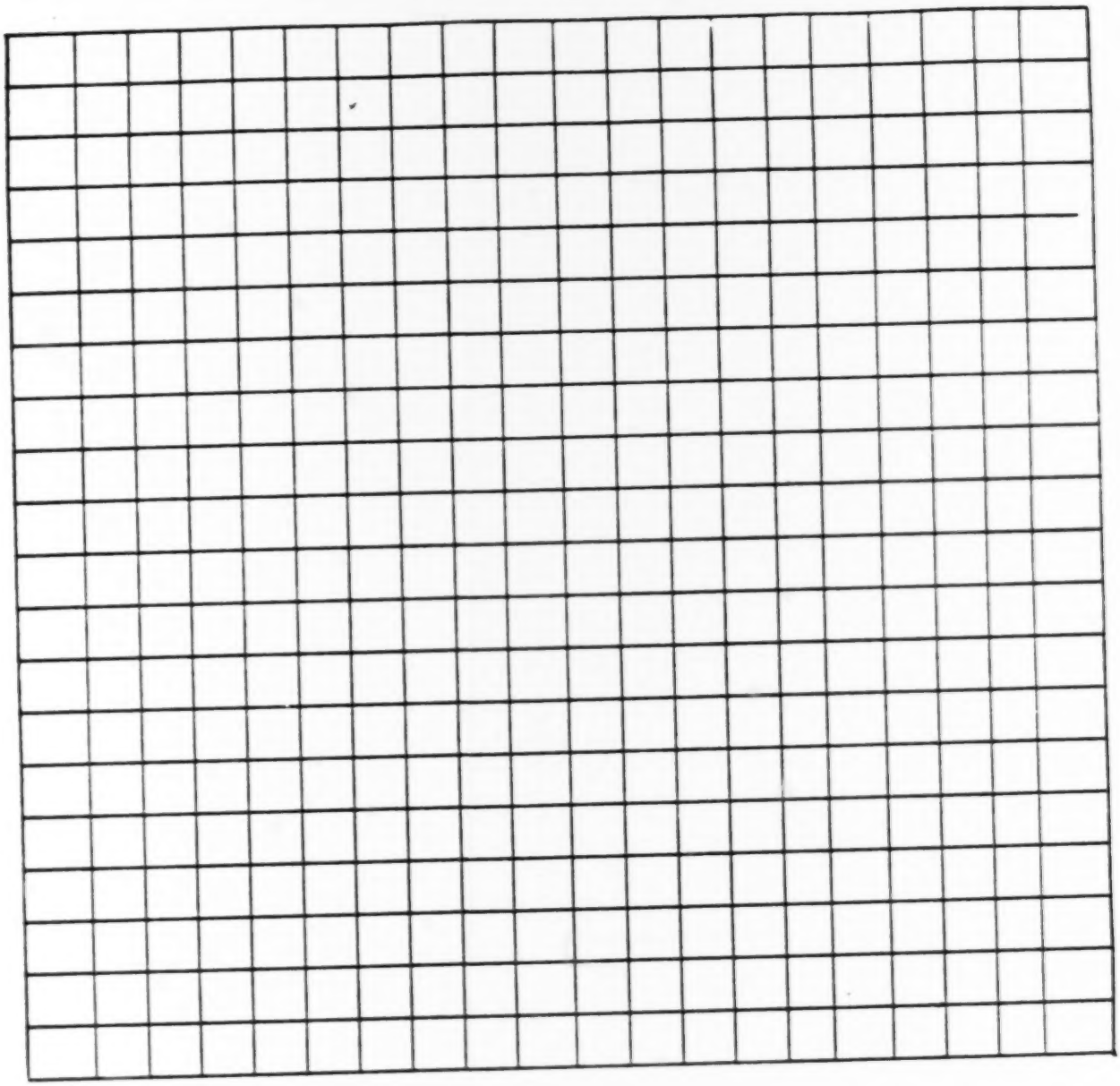
7. On another piece of paper, type letters, as shown on the grid. Use capital letters, 2 spaces between each letter and 1 1/2-2 spaces between each line. Type list of words at bottom of page. Make a copy to check for errors. (This is where using two colored pens makes it easier and faster to find the correct words from the original grid.) Check words by circling each correct word in the typed grid. Make copies for the class from the original typed grid.

B. CLASS PROCEDURE

1. Give each student a copy of your prepared grid. Have them find the words listed on the bottom of the page and circle them on the grid. Be sure students understand words may go in any direction.

2. Some small words such as no, on, by, the, and, of, can be found in several places. When checking the student's grid, be flexible in placement of these words.

3. This kind of assignment is given as homework in my classes.



SUBJECT AREA: GAMES

TOPIC: Review of An English Grammatical Structure. The example given here--a review of the formation of passive voice--can be adapted to other grammatical structures (e.g., the change from direct to indirect questions. **CODE:** Sp/Wr

CONTRIBUTOR: Ruth Knittel, Instuctor, El Rio Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced **APPROX. TIME REQ.:** 20 min.

PURPOSE: To review a grammatical structure in a game context.

MATERIALS: Blackboard and chalk.

PROCEDURE:

1. The class is divided into two teams of 2-6 persons each. If you have more students, have two games simultaneously rather than have larger teams.
2. Each team, working as a group, creates a sentence in the active voice.
3. A volunteer from team A writes the active sentence on the blackboard. Each member of team A must agree that the sentence has been written correctly.
4. Team A gains one point if the sentence is correct and loses one point if the sentence is not correct.
5. Team B, working as a group, changes team A's active sentence to a passive one.
6. A volunteer from team B writes the passive sentence on the board. Each member of team B must agree that the sentence has been written correctly.
7. Team B gains two points if the passive sentence is correct and loses two points if it is not correct.
8. Team B now sends a volunteer to the blackboard to write its active sentence on the board. Steps 3-7 are repeated, with team A in the place of team B and vice versa.
9. The game can be played for as long as the students are enjoying themselves.

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: Holidays/Special Occasions CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Gary Tang, Project Coordinator, Head Teacher, Glendale Adult Education Center, Glendale, AZ

LEVEL: All Levels APPROX. TIME REQ.: 60 min.

PURPOSE: To practice basic language skills while communicating about how different countries celebrate New Year's Day. (Direct discussion toward a universally celebrated occasion)

MATERIALS: Tape recorders (optional), pencil & paper, utilize students from different countries to tell about how New Year's Day is celebrated. If you don't have enough of a variety of students, have them ask friends, neighbors, etc.

PROCEDURE:

1. Discuss some of the different holidays celebrated in the U.S. Focus on New Year's Day.
2. Break students into 3-4 groups. Give each group a tape recorder if available.
3. Have students tell about how New Year's Day is celebrated in different countries and have groups record the conversations. Discuss the different customs and calendars.
4. Have each group write a story about how New Year's Day is celebrated in the different countries they've chosen.
5. Have 1 student from each group read the story aloud. Discuss the stories and add comments from students. Check stories for grammar sentence structure, etc. for teaching, re-teaching.
6. Further discussion of why some countries do or don't celebrate (1) Easter, (2) Christmas, (3) Thanksgiving, etc. is possible.

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: Heroes CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Phil Budinger, ESL Teacher, Tucson, AZ and New York City

LEVEL: All Levels APPROX. TIME REQ.: 45-60 min

PURPOSE: To learn about famous people from different cultures and their contributions; to practice the past tense.

MATERIALS: Pictures of widely-recognized famous people, paper and pencils.

PROCEDURE:

1. Put up pictures of famous people. Give students a minute or two to write down the names of as many as they recognize.

2. Identify the people and talk about them, who they are, where they are from, what they do, why they are famous.

3. Give the students a few minutes to work individually, compiling their own lists of well-known people.

4. Have the students come to the board in groups, and transpose their lists onto the board.

5. When lists are complete, take votes on all the names on the board, seeing how many students have heard of each person.

6. Group work. Have students make a chart of the top five vote-getters, the "most famous" people in the class and a list of the "least famous" people in the class.

7. Work in pairs. Students will write a short biography of one of the famous people. Arrange grouping so that a student who knows about the person in question is paired with a student who doesn't. The one who knows can dictate, the other can write. Students can share written work with class orally.

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: Sharing Humorous Experiences which Involve the English Language CODE: Lis/Sp

CONTRIBUTOR: Rose Lagman Richman, ESL Instructor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: To relieve anxiety about conversing in a second language by giving students the opportunity to laugh at their own mistakes and to make others laugh by using their second language.

MATERIALS: None.

PROCEDURE:

1. Explain what a "blooper" is. The best way to do this is to give an example. You might introduce the example by saying something like, "You know, when we're new to a country or speaking a second language, we make a lot of mistakes with that language. Sometimes these mistakes can be very embarrassing at the time, but later we might remember the experience and laugh about it." The example that follows may be a personal experience or that of a friend or former student.

2. Divide the class into groups of three or four and tell the students to share some experiences they have had making embarrassing mistakes with English. The time on this may vary from 15-25 minutes depending upon how many students are sharing an experience, amount of questions asked by the group, etc.

3. After students have shared their "blooper" experiences, ask one or two students from each group to report the experience(s) of another group member.

VARIATION: Instead of reporting classmates experiences students can develop short dialogs from a story they select from the group. After a short "rehearsal" period they can role play the stories for the entire class. WARNING: Raucous response!

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: Election Process CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Rose Lagman Richman, ESL Instructor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: Depending on length of classes and number of optional activities done, this plan could require from one class period to an entire week of classes.

PURPOSE: To stimulate interest and/or involvement in local, state or national issues.

MATERIALS: Election literature, especially that which is published by League of Women Voters. (Newspaper campaign ads and articles, video tapes of T.V. campaign commercials are optional.)

PROCEDURE:

1. Explain briefly the general procedure for voting in your country. Refer, when appropriate,to a vocabulary list which you have already written on the board.

2. Pass out the explanatory literature and tell the students to read the large dark titles which are the basic list of items on which we are voting. Tell them to underline any unfamiliar words.

3. Add the additional vocabulary to the list on the board and do a quick vocabulary study of these words.

4. Tell the students to scan the explanations of each item. NOTE: League of Women voting information is published in a traditional format consisting of 3 parts:

    1. The item as it will appear on the ballot.
    2. This is the explanation which the students are reading at this point. A paraphrased version of this item.
    3. Points "For" and "Against" the issue.

    Explain that the first part is difficult even for native speakers and that responsible voters all use this literature to help them understand the issues.

5. After allowing for questions and some discussion for clarification of issues, pass out media literature which you have collected and reproduced for students' use.

6. Students can now begin forming some opinions on the issues, and it might be appropriate to read and discuss these ads, mailings, etc. in small groups.

   If videos are used, show both sides of the issue.

   If there are more than 5-6 issues on the ballot, you might need to choose only the most urgent. Allow the class to choose which ones they wish to discuss.

7. Form small groups now, if they haven't already been formed. Tell each group to choose just one issue or item on the ballot and to discuss/debate this issue pro and con.

8. Follow up the group discussions with one of the following activities or any combination thereof.

   a. Have each group select a spokesperson who will take a poll of the individual views in the group and then will report these views to the class.

   b. Have each member of the group fill out a questionaire prepared in advanced.

   c. Have each student write her/his views of the item they discussed.

   d. Have students with agreeing views work together to prepare campaign ads for the newspaper or for T.V. and to present the finished products to class.

OPTIONAL ACTIVITIES

A. Invite a member of the League of Women Voters to be a guest speaker, and ask this person to allow a long question/answer period.

B. Select one bond measure on the ballot, and arrange a tour of one or more of the following (whatever is applicable). Arrange for a guide if possible.

   - A nearby school or assortment of schools within a vicinity
   - A branch library or the main library
   - A local park and/or public recreation facility
   - An arts center
   - A city or county dump
   - A public works facility (reservoir, water treatment plant, electric company, etc.)

C. Ask students to remember their trip to school or some other route they routinely take. Then ask them what evidence they see of taxpayer support and how their lives would be affected without these services.

D. Invite candidates from both sides to be guest speakers and to answer students' questions.

E. Hold a mock election turning your entire school or just a classroom into a polling place. Authenticity can be carried out according to instructor's desires and/or resources. (The county board of elections will supply you with almost anything, including voting machines, sample ballots, etc.)

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: Comparison of U.S.A. Mores through Advice Columns CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Joyce Winchel Namde, Teaching Supervisor, Eastside Adult Learning Center, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: To practice basic language skills while communicating about new cultural situations and learning appropriate responses

MATERIALS: Examples of advice columns (written for appropriate class level or taken from the newspaper for an advanced class)

PROCEDURE:

1. Briefly explain a newspaper advice column. Ask the students if they have advice columns in their respective countries.

2. Read to the class two or three sample letters asking for advice on various situations. After each letter, ask the students to predict what the response of "Dear _____" will be. Then read the prepared responses, and see if they agree.

3. Split the class into groups of three to six, and have each group write a letter asking for advice on a situation of interest to them. Circulate and check their work.

4. After allowing the groups 15-20 minutes to complete their letters, have them exchange letters and discuss and respond with written advice.

5. Have one student from each group read the letter and give the group's response. Discuss if the response is appropriate and why. Others may add their suggestions.

6. Further discussion of cultural differences raised by questions and answers may follow. Structural problems noted in this exercise may be used as the basis for grammatical review at a later time.

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: Proverbs CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Margaret Cooper, ESL Instructor, Pima County Adult Education, Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 50 min

PURPOSE: To discuss proverbs and compare with ones from their country.

MATERIALS: Proverbs written on slips of paper and cut in half.

PROCEDURE:

1. Select some proverbs, write them or type them and cut into long slips of paper and then cut the proverbs in half. For example: Birds of a feather/flock together.
2. Select 4 or 5 proverbs, mix up the halves, and clip together.
3. Divide the class into groups of 2-3. Give each group a deck of proverbs.
4. Before they start trying to match the beginnings with endings, explain any vocabulary you think might be necessary.
5. Have them match all the proverbs and write them down in a notebook.
6. When a group finishes, exchange slips of paper with another group until each group has done all the proverbs.
7. Discuss the meaning of the proverbs and compare them with ones from their countries.
8. Have them create a new, original proverb.

SUBJECT AREA: CUSTOMS/CULTURAL AWARENESS

TOPIC: American Humor CODE: Lis/Sp/Re

CONTRIBUTOR: Rose Lagman Richman, ESL Instructor, Pima County Adult Education, Tucson, AZ

LEVEL: Advanced APPROX. TIME REQ.: 50 min

PURPOSE: To familiarize students with typical American humor and the unspoken rules involved, while practicing reading skills of predicting.

MATERIALS: Humorous anecdotes, preferably with pictures to illustrate.

PROCEDURE:

1. Give a general introduction to American humor, which at least covers the following:

   (A) Both acceptable and unacceptable common topics of American humor. A list of these topics might include:

   Spouses
   Mothers-in-law
   Sex (dirty jokes)
   Ethnic Characteristics (incl. race)
   Social Issues (incl. homosexuality, feminism, race)
   Politics
   Religion
   Traveling Salesmen
   Human weaknesses (incl. physical handicaps and mental retardation)
   Famous people

   (B) The topics which are "taboo" in your classroom and amongst new acquaintances. (For example: Ethnic jokes, dirty jokes and jokes about homosexuals, race,and religion are best avoided as are any jokes relating to any handicap obvious in the classroom.) Allow discussion on these topics, including comparisons.

2. Explain the term "punch line".

3. Give each student a copy of a humorous anecdote from which the punch line has been deleted or cut off, and instruct students to read this. (Allow 5-10 minutes)

4. After the students have read the story, (minus the punch line) ask them to add their own punch line. (Allow 5-10 minutes)

5. Ask students to volunteer their punch lines. (Often the students come up with punch lines just as funny as the one printed. Sometimes they guess the author's punch line.)

6. After speculating on punch lines for the story, show the picture, if there is one, and ask students if it gives them any different ideas for the punch line.

7. Finally, pass out or read the actual punch line to the class.

ADDITIONAL ACTIVITIES:

1. After speculation on possible punch lines, pass out copies of the illustration to which you have added a conversation balloon such as that used in comics. Tell students to fill in the balloon with what they consider to be an appropriate response for that character. This will be the punch line.

2. Ask students to pick out only what is spoken in the story and write it as a dialogue. Give the students time to rehearse in pairs or small groups, and then ask for role plays of the dialogue.

3. Ask students to think about jokes in their native languages which can be translated into English and still be funny. (Every language has "puns" which cannot be translated.) Divide the class into groups of 3-5 students, and have them "tell jokes" to each other. After trying out their jokes in small groups, ask for volunteers to share their jokes or those of other group members with the entire class.

4. After telling jokes in groups, students can write down their jokes and turn them in for correction. When the student revises his/her written work, he/she can copy it onto a ditto, and the instructor can compile a class joke book.

HUMOR IS INTERNATIONAL!

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